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ANNUAL REPORT

OF THE

SCHOOLS

OF

NEW BRUNSWICK.

1901.

BY THE

CHIEF SUPERINTENDENT OF EDUCATION.

FREDERICTON, N. B.
1902.

EDUCATION OFFICE.

FREDERICTON, N. B., February 15th, 1902.

SIR,—

I have the honor to transmit to you, to be laid before His Honor the Lieutenant Governor, the Annual Report on the Common Schools of the Province for the School year, 1900-1.

I have the honor to be, Sir,

Your obedient servant,

J. R. INCH,
Chief Supt. of Education.

TO THE HON. L. J. TWEEDIE,
Provincial Secretary.

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PART I.

GENERAL REPORT

ANNUAL REPORT

OF THE

SCHOOLS OF NEW BRUNSWICK,

SCHOOL YEAR, 1901-2.

PART I---GENERAL REPORT.

To His Honor, the Honorable Jabez Bunting Snowball, Lieutenant Governor of the Province of New Brunswick.

MAY IT PLEASE YOUR HONOR :—

I beg to snbmit, as required by law, my Report on the Public Schools of the Province for the School Year 1900-1.

By the provisions of "The Schools' Act, 1900," the School Year now begins on the first day of July and ends on the thirtieth day of June in each year.

The Tabular Statements given in Parts II. and III., are for the School Year ending June 30th, 1901. The Inspectors' Reports cover the whole of the Calendar year, 1901.

The following summary of the Statistical Tables (See Part II) presents a general comparison of the work of the two terms under review, with that of the corresponding terms of the previous twelve months:—

Statisical Abstract.

TABLE I.—NUMBER OF SCHOOLS, TEACHERS, PUPILS, ETC.

			First Term. 1900		Second Term 1901.
Number of Schools,	....	....	1812	....	1741
Decrease, ...	....	....	3	Decrease,	30
Number of Teachers,	....	....	1893	....	1841
The same,				Decrease,	15
Number of Pupils,	....	....	57,629	....	60,420
Decrease, ..	....	....	1,296	Decrease,	1,024

TABLE II.—PROPORTION OF POPULATION AT SCHOOL, AGE AND SEX OF PUPILS, PERCENTAGE OF ATTENDANCE.

			First Term. 1900		Second Term. 1901.
Proportion of population at school,..			1 in 5.57	....	1 in 5.31
Decrease on corresponding term last year,	....	....	1 in 247.08	....	1 in 313.7
Number of Pupils under five years of age,	....	....	225	....	187
Decrease, ..	....	....	34	Decrease,	125
Number between 5 and 15,		....	55,111	....	56,485
Decrease, ..	....	....	1,005	Decrease,	522
Number over 15 years,....		....	2,293	....	3,748
Decrease, ..	....	....	257	Decrease,	377
Number of Boys,	....	....	28,435	....	30,870
Decrease,	....	....	1,024	Decrease,	680
Number of Girls,	....	....	29,194	....	29,550
Decrease, ..	....	....	272	Decrease,	344
Grand total number of days made by pupils enrolled, ..		....	3,233,208	....	4,288,235
Decrease, ..	....	....	206,794	Decrease,	618½
Average number of pupils daily present during time schools were in session,	....	....	37,160	....	37,717
Decrease,	....	....	1,892	Increase,	188
Average number daily present for the full term,	....	....	35,656	....	35,251

Decrease, ...	930	Decrease,	92
Percentage daily present during time schools were in session, ...	64.48	....	62.42
Decrease, ...	1.79	Increase,	1.35
Percentage daily present during full term,....	61.87	....	58.34
Increase, ...	.21	Increase,	.82

The following table shows the enrolment and percentage of average attendance for the Province for full term, from 1890 to 1901, inclusive:

Year.	Enrolment.		Percentage of Attendance for Full Term.	
	June.	December.	June.	December
1890	58,570	55,622	50.96	57.36
1891	59,568	56,217	52.40	59.82
1892	60,786	56,547	53.45	62.38
1893	60,154	57 195	54.58	61.89
1894	61,280	57,282	56.04	63.36
1895	62,518	57,889	57.62	62.93
1896	61,918	57,200	55.64	62.63
1897	61,908	58,174	55.94	64.16
1898	63,333	59,457	57.03	61.12
1899	63,536	58,925	55.69	62.08
1900	61,444	57,629	57.52	61.87
1901	60,420	.....	58.34	.....

THE FOLLOWING TABLE SHOWS THE ENROLMENT IN THE CITIES AND INCORPORATED TOWNS FOR THE LAST NINE YEARS:

	1893		1894		1895		1896		1897		1898		1899		1900		1901
	June.	Dec.	June.	Dec.	June.	Dec.	June.	Dec.	June.	Dec.	June.	Dec.	June.	Dec.	June.	Dec.	June
St. John	6601	6619	6412	6721	6543	6606	6326	6566	6413	6709	6711	6986	6792	6952	6753	7160	6991
Fredericton . . .	1146	1185	1160	1227	1213	1225	1212	1243	1225	1209	1181	1203	1169	1231	1184	1214	1152
Moncton.....	1535	1614	1571	1632	1663	1708	1660	1716	1680	1749	1678	1741	1682	1825	1736	1718	1693
St. Stephen. . . .	547	598	585	595	592	592	581	580	565	581	560	583	545	555	541	545	542
Milltown	443	362	354	370	362	369	379	381	385	389	377	370	371	371	*382	368	363
Woodstock.....	651	638	643	680	656	638	643	678	688	713	712	719	674	662	644	652	652
Marysville	224	261	246	281	276	301	300	324	314	338	300	316	304	322	319	305	302
Campbellton.....	305	337	324	348	353	378	343	388	382	370	355	373	367	407	416	401	376
Chatham.....	.....	.....	.....	.....	.....	.....	941	942	973	980	1019	1024	1004	1018	989	933	934
Newcastle	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	478	497	475

* This includes Night School.

THE FOLLOWING TABLE SHOWS THE PERCENTAGE OF ENROLLED PUPILS DAILY PRESENT ON AN AVERAGE IN CITIES AND TOWNS FROM 1893 TO 1901:

	1893		1894		1895		1896		1897		1898		1899		1900		1901
	June.	Dec.	June.	Dec.	June.	Dec.	June.	Dec.	June.	Dec.	June.	Dec.	June.	Dec.	June.	Dec.	June.
St. John.....	74.58	82.08	79.00	82.69	80.41	80.72	76.72	83.27	76.39	83.05	77.80	81.40	77.27	82.60	77.64	81.70	79.96
Fredericton	82.24	85.18	80.77	86.22	82.86	85.26	82.48	87.70	80.07	89.23	82.17	85.82	82.58	86.25	81.33	82.88	81.13
Moncton.....	78.70	78.26	79.64	82.51	78.65	83.21	79.37	83.92	76.66	82.27	76.11	83.31	82.31	84.64	81.36	81.90	80.03
St. Stephen.....	80.10	84.80	84.79	87.72	82.68	81.85	80.79	84.65	83.74	83.43	83.69	73.85	83.01	84.96	85.60	84.63	86.18
Milltown.	72.98	86.71	82.66	94.61	85.99	90.37	85.06	89.15	86.24	86.32	86.12	79.77	81.06	88.11	82.31	86.40	85.90
Woodstock	77.34	82.23	79.81	83.12	79.10	79.97	81.95	82.42	81.39	86.67	81.16	80.71	80.77	84.23	74.04	82.39	79.05
Marysville.....	70.00	72.94	68.26	67.53	69.21	74.10	65.63	75.16	63.37	75.50	70.25	77.18	70.73	75.88	65.48	69.71	63.37
Campbellton. . . .	78.07	70.00	74.44	75.85	78.53	78.29	77.67	77.31	72.78	82.77	76.68	84.93	81.52	78.00	81.05	80.33	71.17
Chatham.....	.....	.....	.....	.....	.....	.....	75.90	81.39	77.45	81.43	76.96	83.98	80.13	80.80	77.05	83.05	79.00
Newcastle,..... .	.....	... ..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	72.19	72.97	76.20

As anticipated in my last Annual Report, the statistics for the two terms under review, show a further decrease in the number of schools in operation and the number of pupils enrolled, as compared with the corresponding terms of recent years. The principal cause of this falling off was, without doubt, the closing of the schools in many districts on account of the prevalence of small-pox and other epidemic diseases.

Another cause more particularly affecting the rural districts, was the difficulty of obtaining teachers. This is a condition of things so detrimental to educational progress, that public attention cannot be too strongly directed to the causes which have brought it about.

THE SCARCITY OF TEACHERS.

By reference to the Normal School Report, it will be seen that the average enrolment of candidates for the teaching profession during the last ten years was 273; but as a porti n of those enrolled were already licensed teachers who were seeking advance of class, it may be estimated that from 240 to 250 new candidates present themselves each year. This number would provide for vacancies caused by the annual withdrawal of about one-eighth of the total number of teachers employed, and this proportion, under ordinary circumstances, ought to be sufficient to meet the requirements of the schools.

But under existing conditions a much larger proportion than 12½ per cent. of trained teachers of the higher classes seek and obtain other employments. There are now many more avenues of activity than formerly, opening up before educated and energetic young people of both sexes, and these new fields of usefulness give promise of much better financial rewards and their cultivation is attended with less nervous strain and self-denial than are usually associated with the charge of a country school. The inevitable results are the withdrawal annually from the teaching profession of hundreds of our best qualified teachers and the consequent closing of the schools or, what is scarcely a less evil, placing them in charge of teachers of imperfect education and utterly incompetent for the proper discharge of the functions of a teacher.

The time has come when some remedy must be found for this growing evil; otherwise, every effort which has been made to raise the standards of efficiency in the schools by supplying them with a better educated and better trained class of teachers will be rendered abortive. A young man or woman who has spent years in acquiring the necessary education, who has undergone professional training and successfully passed the prescribed examinations, has a right to claim a reasonably remunerative salary from some source. If the

public revenues are too limited to admit of increased provincial grants, and no further assistance can be expected by the augmentation of the County Fu then, I respectfully submit, that by legal enactment, the school districts, in p portion to their taxable valuation, should be required to contribute [illegible] which, when added to the provincial grant, will make up salaries sufficient t command the services of properly educated and well qualified teachers.

In my last Annual Report, I gave a list of twenty school districts, havi a taxable valuation ranging from $409,350 to $55,000, in which the highest su contributed by the district towards the teacher's salary was $185 and t lowest $85. These were all comparatively wealthy districts. In the po districts, so called, the regular Provincial Grants to the teachers and t County Fund Grants to the Trustees are increased from 25 to 33½ per cen Even with this help it is not reasonable to expect that large salaries can b given in such districts; but they should be required to contribute accordin to their ability, for it is demoralizing to permit even the poorest of districts t become possessed of the idea that they need incur no financial responsibili for the support of a school in their midst. The minimum sum they should b required to contribute towards the teacher's salary should equal the Provinci Grant. Cases have come under my notice during the present year in whi the teachers accepted as salary the Provincial Grant only, and the amount t the County Fund was more than sufficient to pay all other expenses, as fue &c., so that in these cases, the schools, instead of being a financial char upon the districts, were actually a source of income.

It might be supposed that authority had been invested in the Board o Education, or in the Chief Superintendent to warrant the withholding of th Provincial Grant and the County Fund in such cases; but this is not the fac Under Section 23 of the Schools' Act, the districts are not required to provi more than may be found necessary "in further payment of teachers' salari over and above the sums provided by the Province and County, and any su required for other school purposes during the year." The amount, if an voted at the Annual School Meetings is absolutely within the control of th majority of ratepayers present. The employment of the teacher and th amount of salary contributed by the district is determined by the Loc School Board, and it often happens that a majority of the School Board have n other interest in the school than to protect themselves and fellow-ratepaye from taxation. The results are, in many cases, what might be expected whe the educational interests of the community are left, without limitation, in th hands of ignorant and narrow-minded men, who have no proper conception o

the importance of the trust committed to their charge. When obliged to open the school, they employ the person who will accept the position at the lowes figure, without regard to any other consideration.

In order to protect the higher class teachers from competition, as to salary with teachers holding a Third Class or a Local License, the Board of Education some years ago passed the following regulation:

"Third Class Teachers shall not be employed (except as class room assistants) in districts having an assessable valuation of fifteen thousand dollars or upwards, unless by the written consent of the Chief Superintendent.'

In the exercise of the discretion thus given him, the Chief Superintendent has granted permission for the employment of Third Class or Local Licensed Teachers in such districts, only on the recommendation of the Inspectors, and when assured that the closing of the schools indefinitely was the alternative. And yet in the majority of cases in which Trustees have applied for such permission, there is strong ground for the belief that teachers of the Second Class could have been obtained, if a reasonable salary had been offered, and proper efforts had been made at or before the beginning of the term.

In regard to the granting of Local Licenses, it may be said that for several years such licenses have been almost exclusively limited to the Counties of Madawaska and Gloucester, principally the former, where the supply of French speaking trained teachers was very much below the requirements. But during the last year, in order to prevent the closing of the schools, I have been induced to grant Local Licenses in every County of the Province. I need scarcely say thatthe majority ofthose for whom Local Licenses are asked, are young girls living at their own homes in the community where they are to teach, that they have had little or no experience of life outside of their own narrow circle, that their education is but little in advance of that of the pupils whom they are expected to teach, and that neither in manner nor speech are they fitted for the discharge of a teacher's duties.

The only effectual remedy for the evils I have pointed out is to provide in some way for an adequate system of salaries, graded according to the class, experience, ability and length of service of the teacher. In order to aid in providing adequate salaries, County School Districts should be consolidated wherever possible, provision should be made for taking the children to a central school, and all school districts, large or small, should be required to contribute for educational purposes, not less than fifty cents on every hundred

dollars of the taxable valuation. Some of the poorer districts contrib double that amount at present

By reference to Tables IV. and VIII, it will be seen that the aver salary of the 24 First Class Male Teachers employed during the term end June 30th. 1901, was $520.10 an increase of $56.77 on the previous y and that the average salary of the 305 First Class Female Teachers emplo during the same term was $312.69, an increase of $5.88 on the previous y The increase in these averages results from the smaller number of these clas employed, and the fact that a larger proportion than formerly are employed the graded schools of cities and towns.

The average salaries of teachers of the Second and Third Classes show small decrease with one exception.

TABLE III.—Subjects of Instruction.

The following summary of Table III, shows the number of pupils rec ing instruction in each subject both in the Common Schools and in the Super and Grammar Schools

COMMON SCHOOL GRADES, I. TO VIII. INCLUSIVE — YEAR ENDED JUNE 30TH, 190

	Dec. Term. 1900.	June Te 1901.
Reading and Spelling, etc	55,932	58,731
Writing and Print Script	55,616	58,552
Number and Arithmetic	55,759	58,432
Drawing	54,761	57,38
Health Lessons	51,840	54,54
Nature Lessons	50,457	53,847
Lessons in Morals, etc	53,079	55,061
Physical Exercises	48,457	50,166
Singing	32,808	34,130
Geography	31,342	34,288
English Grammar, etc	30,365	33,35
History	19,768	22,178
Algebra	3,167	4,129
French (Optional)	3,897	3,224
Latin (Optional)	1,734	1,552
Sewing, etc. (Optional)	161	19

HIGH SCHOOL GRADES, IX. TO XII. INCLUSIVE.— YEAR ENDED JUNE 30TH, 1901.

	DEC. TERM. 1900.	JUNE TERM. 1901.
English Language and Literature	1,652	1,611
Latin	1,270	1,147
Greek	217	206
French	874	882
Arithmetic	1,351	1,412
Geometry	1,621	1,585
Algebra	1,595	1,609
Trigonometry	73	107
Book-keeping	903	957
History and Geography	1,616	1,566
Industrial Drawing	792	778
Botany	1,249	1,381
Chemistry	385	618
Physiology and Hygiene	569	566
Physics	552	766

In regard to most of the other Tables given in Part II, it is scarcely necessary to summarize.

Disbursement of Provincial Grants.

By reference to Tabless IX and XIX, it will be seen that the Provincial Grants to the Common, Superior and Grammar Schools, amounted to $163,951.73, a decrease of $4,272.99 on the disbursement of the previous year. This decrease was principally on account of the smaller number of common schools in operation.

The following statement shows the annual expenditure since 1891, in relation to the number of schools open during the term ending June 30th, and the number of teachers of each class employed :

Year.	No. of Schools.	Teachers of Each Class.					Provincial Grant.
		Grammar School.	Sup. and Class I.	Class II.	Class III.	Totals.	
1891	1536	14	274	765	579	1632	$137,679 0[illegible]
1892	1585	14	304	783	568	1669	142,681 21
1893	1614	14	345	787	547	1693	147,669 71
1894	1653	14	360	786	589	1749	150.882 20
1895	1695	13	382	827	568	1790	156,341 65
1896	1720	13	423	839	554	1829	158,135 23
1897	1737	17	440	840	534	1831	161,445 94
1898	1778	20	427	904	513	1864	163,021 86
1899	1806	25	464	894	529	1912	167,988 40
1900	1771	25	452	881	498	1856	168,224 72
1901	1741	23	429	911	478	1841	163,951 73

The total expenditure during the year 1900-1901 for the maintenance the Grammar, Superior and Common Schools is approximately as follows:

District Assessments (approximate)	$346,623.49
County Fund	90,492.16
Provincial Grants	163,224.72
Total	$600,340.37

Amount per pupil enrolled nearly $9.00.

The total amount of Provincial moneys disbursed by the Chief Superintendent for the year ended June 30th. 1901, was $190,100.26.

The County Fund.

ıe total amount of the County Funds distributed during the year (See X and XI) was $94,428.30, of which $5,302.40 was given as an nal grant to Poor Districts, $2,325 to the School for the Blind, and .14 to the School for the Deaf and Dumb.

he County Fund for the next decade is to be based on the Census Returns 1. At the rate of 30 cents per head of the population (as provided by v) the fund should yield for the several counties as follows:

OUNTY.	POPULATION.	AMOUNT.		
. . . . .	10,925	$3,277 50	Decrease,	$13 80
on..	21,621	6,486 30	"	272 40
tte	22,415	6,724 50	"	401 10
ster	27,936	8,380 80	Increase,	911 70
. . . . .	23,958	7,187 40	"	33 90
. . . . .	21,655	6,496 50	Decrease,	429 60
raska	12,311	3,693 30	Increase,	539 70
mberland	28,543	8,562 90	"	849 00
s	11,177	3,353 10	Decrease,	292 50
ouche	10,586	3,175 80	Increase,	683 40
in	51,759	15,527 70	"	655 50
y	5,729	1,718 70	Decrease,	9 90
a	8,825	2,647 50	Increase,	336 00
orland	42,060	12,618 00	"	174 90
not including Fredericton)..	24,503	7,350 90	"	7 80
not including Fredericton)..	324,003	$97,200 90		$2,772 60

ıe decrease of this Fund in Albert, Carleton, Charlotte, Kings, Queens. nbury demands the careful consideration of the rate-payers at the next l School Meetings in these counties. The amounts voted for assessment he several districts should be increased in order to provide for the ıcy in the County Fund.

to the School for the Blind, Halifax and to the School for the Deaf and Dumb, Fredericton.

nder the provisions of 55 Vic., Cap 8 and 9, and amending Acts, the tions above named received for the year ended June 30, 1901, the follow- ms:

SCHOOL FOR THE BLIND.

From Provincial Treasury		$2,325
From County Fund :		
Albert County, 3 pupils, ...	$ 225 00	
Carleton County, 2 pupils,....	150 00	
Charlotte County, 2 pupils,....	150 00	
Kent County, 5 pupils, ...	375 00	
Kings County, 2 pupils, ...	150 00	
Northumberland County, 1 pupil, ...	75 00	
Saint John County, 6 pupils, ...	450 00	
Westmorland County, 8 pupils, ...	600 00	
York County, 2 pupils, ...	150 00	
		2,325
Total grant from New Brunswick for 31 pupils, ..		$4,650

SCHOOL FOR THE DEAF AND DUMB.

From County Fund :		
Albert County, 1 pupil, ...	$ 60 00	
Carleton County, 5 pupils,....	258 68	
Charlotte County, 1 pupil,....	60 00	
Kings County, 5 pupils, ...	270 00	
Madawaska, County, 1 pupil, ...	60 00	
Northumberland County, 1 pupil, ...	30 00	
Queens County, 1 pupil, ...	60 00	
Restigouche County, 2 pupils, ...	120 00	
Saint John County, 2 pupils, ...	120 00	
Westmorland County, 8 pupils, ...	480 00	
York County, 2 pupils, ...	92 46	
		$ 1,611
By Special Legislative Grant from Provincial Revenues,		500
Total, ...		$ 2,111

I direct attention to Appendix D of this report, in which will be fou many interesting facts in regard to the work of these beneficient institutions.

Superior and Grammar Schools.

The number of Superior Schools in operation during the year was 49, and the number of Grammar Schools 13. Twenty-three teachers received the Grammar School Provincial Grant. The total number of pupils enrolled in the High School Grades (IX.-XII.) was 949 in the Grammar Schools, and 579 in the Superior Schools. For details see Tables XII. and XIII.

The following table shows the Superior Schools which had 10 pupils or more above Grade VIII.:

	First Term.	Second Term.
St. Stephen High School	56	53
Harkins' Academy, Newcastle	38	33
Superior School, Dorchester	36	30
" " Milltown	28	29
" " Sackville	27	23
" " Petitcodiac	24	22
" " Havelock Corner	18	23
" " St. Martins	20	21
" " Rexton	9	30
" " Shediac	19	19
" " St. George	17	20
" " Middle Sackville	16	19
" " Hillsboro	15	18
" " Hartland	13	15
" " Centreville	13	16
" " Salisbury	11	15
" " Hampton Sation	11	14
" " Miltord	12	9
" " Hopewell Hill	12	8
" " Bass River	11	8
" " Port Elgin	9	10
" " Fairville	10	7
" " Florencèville	..	14
" " North Head, Grand Manan	..	13

To show the gradual and healthy expansion of our High School work since 1900, I append the following figures:

No. of Pupils in Grades IX. to XII. in Gtammar and Superior Schools.

	Term Ended December.	Term Ended June.
1890-1	574	610
1891-2	701	694
1892-3	782	724
1893-4	738	806
1894-5	1155	1060
1895-6	1093	1099
1996-7	1220	1228
1897-8	1469	1523
1898-9	1495	1510
1899-1900	1565	1545
1900-1	1543	1528

DEPARTMENTAL EXAMINATIONS.

These examinations consist of:

(1) The High School Entrance Examinations (See Regulation 46, School Manual) held during the month of June at the several Grammar Schools, and such of the Superior Schools as apply for the same. They cover the work of Grades I. to VIII. inclusive, or the Common School Grades. Those who successfully pass these examinations receive a certificate which is intended to serve a two-fold purpose; for pupils who do not intend to continue longer at school it serves as a diploma given under the authority of the Education Department, testifying that the holder has completed satisfactorily the course of studies of the Common Schools; for pupils who intend to continue their studies it serves as a certificate of admittance to the High School classes.

(2) The High School Leaving Examinations (See Regulation 45, School Manual) held the first week in July at different examination stations throughout the province. They cover the work of Grades IX., X. and XI. of the Grammar Schools. Diplomas are granted to those who successfully pass these examinations.

(3) The University Matriculation Examatinions held at the same time and stations as the Leaving Examinations.

(4) The Normal School Entrance Examinations held at the same time and places as the two former. Candidates for admittance to the Normal School and Licensed Teachers seeking for advance of Class are required to pass these examinations.

(5) The Normal School Closing Examinations, held at the Normal School, Fredericton, and at St. John and Chatham, beginning on the second Tuesday of June, and for Third Class Candidates in December and May of each year.

The following were the results of these several examinations during the past year:

High School Entrance Examinations.

I.—GRAMMAR SCHOOLS.

NAME OF SCHOOL.	No. of Candidates.	Passed Division I.	Passed Division II.	Passed Division III.	Failed.
Albert County Grammar School	9	7	2	....	....
Carleton " " "	49	5	12	31	1
Charlotte " " "	35	8	12	13	2
Gloucester County Grammar School	12	1	1	2	8
Kent " " "	8	5	2	....	1
Kings " " "	20	5	12	3	...
Northumberland County Grammar School	37	4	23	9	1
Queens " " "	6	....	....	5	1
Restigouche " " "	17	4	9	3	1
St. John " " "	258	123	107	8	20
Victoria " " "	8	3	3	2	....
Westmorland " " "	85	22	43	18	2
York " " "	95	24	43	24	4
	639	211	269	118	41

II.—Superior Schools.

Name of School.	Number Entered for Examination.	Passed Division I.	Passed Division II.	Passed Division III.	Failed.
Centreville	22	8	10	4	..
Florenceville	6	3	3	..	..
St. George	5	2	1	..	2
Moore's Mills	8	3	4	1	..
St. Stephen	38	18	19	1	..
Milltown	21	10	10	1	..
Rexton	14	8	6	..	..
Havelock	7	..	6	1	.
Apohaqui	5	..	1	4	..
Douglastown	6	6	..	..	..
Newcastle	14	1	8	5	..
Chipman	14	6	7	1	..
Dalhousie	10	1	6	3	..
Fairville	16	1	6	7	2
Milford	5	2	2	1	..
St. Martins	19	2	4	7	6
Fredericton Junction	10	2	2	6	..
Dorchester	23	6	13	4	..
Sackville	36	11	14	11	..
Salisbury	6	..	..	4	2
Shediac	7	2	3	2	..
Superior Schools	292	92	125	33	12
Grammar Schools	639	211	269	118	41
Total, 1900-1	931	303	394	181	53
Total, 1899-1900	776	220	269	230	57
Increase	155	83	125	..	..
Decrease	..	..	..	49	4

High School Leaving Examinations.

Only ten candidates presented themselves for these examinations, of who
ɔ passed in the Second Division, six in the Third Division and two failed
ss. The following are the names of those who passed in Second Division:

Mary K. Kelly, Fredericton Grammar School.
William T. McKnight, Harkins' Academy, Newcastle.

University Matriculation Examinations.

Seventy-four candidates presented themselves for these examinations,
iom three passed in Division I; twenty-eight in Division II; thirty-tw
Division III; eleven failed to pass.

The following are the names of those who passed in Division I. and I
ranged in the order of highest marks:

DIVISION I.

Anna J. Purdy,.....Fredericton Grammar School.
Mary E. Lawson, ... " " "
Roy C. Alward,..... " " "

DIVISION II.

1. Clara G. Turner,.....Fredericton Grammar School.
2. J. D. McCarthy..... " " "
3. Gertrude H. Lawson,.....St. John Grammar School.
4. Mae E. Perkins,..... " " "
5. Willard B. Smith,..... " " "
6. Mary Lenihan,.....Fredericton Grammar School.
7. Martha A. Osborne,.....Milltown Grammar School.
8. Pearl E. Babbitt.....Fredericton Grammar School.
9. John S. Smiley,.....Milltown Superior School.
10. L. Elta Brown,.....St. John Grammar School.
11. Mary M. Winslow,.....Woodstock Grammar School.
12. George S. Whittaker,.....St. John Grammar School.
13. Bessie M. Wilson,..... " " "
14. Henry G. Hoben,.....Fredericton Grammar School.
15. Ethel E. Day,..... ..... " " "
6. Henrietta Ruel, ... " " "
7. John McNaughton,.....Chatham Grammar School.

18. May B. Pinder,.....Fredericton Grammar School.
19. Margaret Maloney.....St. Andrews Grammar School.
20. Edith G. Cummings,.....St. John Grammar School.
21. Burton M. Hill,.....St. Stephen Superior School.
22. Blanche M. Fraser,.....Chatham Grammar School.
23. Minnie P. Spragg,.....St. John Grammar School.
24. Kate Little, ...Campbellton Grammar School.
25. G. Estelle Carruthers, ...Chatham Grammar School.
26. Lulu M. Murray,.....Milltown Superior School.
27. Maurice E. Peters,.....St. John Grammar School.
28. Madge Parkinson..... " " "

The examiners in the Matriculation and Leaving Examinations were .

Professor W. T. Raymond, B. A., University of New Brunswick.
" S. W. Hunton, M. A., " Mount Allison.
" A. M. Scott, M. A., Ph. D., " New Brunswick.
" John Brittain, Normal School.

Normal School Entrance Examinations and Preliminary Examinations for Adv of Class.

Number examined for Class I.....	172
" " " " II.....	335
" " " " III.....	8
Total.....	515
Number obtained Class I:	57
" " " II.....	206
" " " III.....	135
" falled to classify	117
	515

CLASS I.

The following candidates made 65 per cent. and upward (arrange order of highest marks):

*Josephine R. Cormier.....St. John.
Percy R. Hayward.....Ashland, Carleton Co.
Raymond Peters.....Florenceville, Carleton Co.

*Jessie E. McLean.....St. John.
Sarah L. Brown,.....Snider Mountain, Kings Co,
Margaret Wilson.....Moncton.
Arthur W. Barbour,.....Cape Enrage.
*Annie McGuiggan,.. .....St. John.
Lena M. Kearney, ...Upper Woodstock.
John M. Keefe,.....Lakeville, Carleton Co.
Perthenia J. O Leary,.....Sussex.
Annie J. Shanklin,.....Shanklin, St. John.
Addie M. Hartt,.....Fredericton Junction.
*May Agnes Gillen,.....St. John.
Allan R. Reid,.....Centreville, Carleton Co.
Abram Cronkite,.....Campbell Settlement, York Co.
Goldwin Lord,.....Lord's Cove, Charlotte Co.
W. Millen Crawford, ...Debec, Carleton Co.
* Marguerite G. Legere, ...St. John.
Bessie M. Wright, ...Shannonvale, Restigouche Co.
* Evangeline LeBlanc, ...St. John.

Class II.

The following candidates for Class II. obtained 60 per cent. and upwar arranged in order of highest marks) :

Ethel J. McMurray,.....Prince William, York Co.
*Maggie J. Phelan,.....Chatham.
Minnie E. O'Brien,.....Ellenstown, Northumberland Co.
Florence G. DeMille, ...Goshen, Albert Co.
Beatrice Newman, ...Millerton, Northumberland Co.
Robert A. Simpson,.....Chapman, Westmorland Co.
Hester G. Sleep,.....Jerusalem, Queens Co.
Inez L. Day,.....Benton, Carleton Co.
*Bessie M. Dysart,.....Cocagne, Kent Co.
Gaynelle E. Long.....Good's Corner, Carleton Co.
Annie Williston,.....Newcastle, Northumberland Co.
*Sadie B. Hogan,.....Newcastle, Morthumberland Co.
Mary G. Mitchell,.....Welsh Pool, Charlotte Co.
Effie M. Hayward,.....Lincoln, Sunbury Co.
Annie G. Mitton, ...Middle Coverdale, Albert Co.

Mabel McFarlane.....Apohaqui, Kings Co.
Madge J. Ricketson, ...Hatfield's Point, Kings Co.
Verna B. Murch, ...Bear Island, York Co.
Lola J. Thorne,.....Havelock, Kings Co.
Pearl V. Dennison,.....Stanley, York Co.
Elizabeth Anderson, ...Fredericton.
Lorenzo W. Wadlin, ...Beaver Harbour, Charlotte Co.
Medley F. Miller, ...Middle Southampton, York Co.
Oscar J. Allen, ...Bayfield, Westmorland Co.
Percy A. Fitzpatrick.....Port Elgin, Westmorland Co.
Louisa Trail, ...Lower Southampton, York Co.
Mary M. Lindsay,.....Williamstown, Carleton Co.
Willie P. Day, ...McDonald's Point, Queens Co.
Minnie L. Seely,.....Ashland, Carleton Co.
Nellie Harmon,.....Peel Carleton Co.
Jennie N. Bell, ...Tay Creek, York Co.
Sadie A. Cameron,.....Fairley, Northumberland Co.
Georgia W. Barnes,.....Cambridge, Queens Co.
Damie Kennedy,.....Hartland, Carleton Co.
Bessie W. Pickett, ...Kingston, Kings Co.
Sadie E. Inch,.....Fredericton.
Georgia A Sherwood,.....Shannon, Queens Co.
Rhoda J. Corbett,.....Williamstown, Carleton Co.
Bertie H. Plummer,..... Upper Gagetown.
Ida McGarrigle,.....Nerepis Station, Kings Co.
Robert A. Taylor,.....Chapman, Westmorland Co.
Belle Eddy,.....Clifton, Gloucester Co.
Lena M. Firlotte, ...Jacquet River, Restigouche Co.

The following tabular statement gives the details for each examin station.

"Candidates whose names are marked with an asterisk wrote an optional paper in French; one-seventh of marks given for the French paper were added to the general average of the marks given for the other papers.

Normal School Entrance Examinations, 1901.

STATIONS.	No. Presented at Each Station for Examination.	Number of Candidates Presented for the Various Classes with Results.												SUMMARY. Total Results for Each Class.			
		Class I.					Class II.				Class III.						
		No. Examined for this Class.	No. Obtained 1st Class.	No. Obtained 2nd Class.	No. Obtained 3rd Class.	No. that Failed to Obtain any Class.	No. Examined for this Class.	No. Obtained 2nd Class.	No. Obtained 3rd Class.	No. that Failed to Obtain any Class.	No. Examined for this Class.	No. Obtained 3rd Class.	No. that Failed to Obtain any Class.	No. Obtained 1st Class.	No. Obtained 2nd Class.	No. Obtained 3rd Class.	No. that Failed to Obtain any Class.
No. 1, Fredericton. ...	77	19	8	4	3	4	56	26	17	13	2	..	2	8	30	20	19
" 2, St. John	74	34	9	16	7	2	38	18	9	11	2	1	1	9	34	17	14
" 3, Moncton .	72	26	4	12	8	2	46	18	16	12	..	..	..	4	30	24	14
" 4, St. Stephen	46	21	9	9	2	1	23	5	6	12	2	.	2	9	14	8	15
" 5, Woodstock ...	68	19	10	6	3	..	47	22	15	12	..	..	..	10	28	18	12
" 6, Chatham	45	12	3	7	1	1	31	10	12	9	2	..	2	3	17	13	12
" 7, Sussex	48	15	4	8	2	1	33	13	9	11	..	..	..	4	21	11	14
" 8, Campbellton..	12	5	2	2	..	1	7	5	1	1		..	..	2	7	1	2
" 9, Bathurst ..	16	3	1	1	1	..	13	4	3	6	..	.	..	1	5	4	6
" 10, Hillsboro	35	11	4	7	..	.	24	10	8	6	..	.	..	4	17	8	6
" 11, Andover ..	32	7	3	2	2	.	15	1	9	5	..	..	..	3	3	11	5
Total	515	172	57	74	29	12	335	132	105	98	8	1	7	57	206	135	117
1900..	458	118	23	43	38	14	334	101	91	142	6	..	6	23	144	129	162
Increase ..	57	54	34	31	.	..	..	31	14	..	2	1	1	34	52	6	.
Decrease..	..	..	.		10	2	8	..	.	44	..	..	..	..	.	.	45

Normal School Closing Examinations.

The full details of the final Examinations for License held in Dec 1900, and May, 1901, for the French Department and for the Third Candidates of the English Department, and the closing examinations f higher classes held at Fredericton and St. John, on June 11th, 1901, a three following days, are given in Table XV, page A 35, to which refere directed.

The total number admitted to these examinations (including thos were examined for advance of class) was 246. The following is a sumn results:

	No. Examined.	No. Passe
Grammar School Class.....	11	8
Class I.....	57	40
Class II.....	114	114
Class III.....	64	75
Failed to be classed.....		9
	246	246

Ten other candidates stood a partial examination for Grammar Class, and nine of those who gained Class I, or had previously held a Class License, qualified for Superior School License. At the July exami 22 other First Class Teachers received the Superior School Certificate.

The names of the successful candidates for Grammar School and S School Licenses are given on pages A 36, A 37 and A 38, Part II.

Class I.

The following named candidates made 70 per cent. and upwards Closing Examinations for Provincial License (arranged in order of the marks):

Isabella Reed.....St. John.
Ruel E. McClintock.....Centreville, Carleton Co.
Lavina A. McTaggart.....River Charlo, Restigouche Co.
Edna L. Golding.....Fredericton.
*Angus M. Dewar.....Milltown.
*Annie I. Pinder.....Fredericton.
Helen E. Mullin.....Fredericton.

*Mabel E. McLeod,.....Penobsquis, Kings Co.
Mary Augusta Knight,.....Boiestown.
Emily A. Crisp, ...Jacksonville, Carleton Co.
Lena M. Miller,.....Dalhousie.
Lena B. McLeod, ...Farmerston, Carleton Co.
Edward S. McQuaid,.....Alma, Albert Co.
Jennie M. Munro,.....St. John.
*Mary M. McInerney,.....Rexton, Kent Co.

CLASS II.

The following candidates made 70 per cent. and upward on Second Clas Examination papers. (Arranged in order of the highest marks.)

Katherine Eva McLean,.....Charlo Station, Rest. Co.
*Jessie Edwards McLean..... St. John.
Perthenia J. O'Leary,.....Foster's Croft, Kings Co.
Ernest W. Sheils,.....Gagetewn.
Arthur E. Floyd,.....Clover Hill, Kings Co.
*Annie J. Finnegan. .....Peter's Mills, Kent Co.
*Lulu P. Smith,.....Fredericton.
John Law,.....Gagetown.
Sarah A. Cameron,..... .....Fairley, North. Co.
Ada A. P. Miller,.....Tay Settlement, York Co.
*Bessie May Wright,.....Shannonvale, Rest. Co.
Abram Cronkhite,.....Campbell Settlement, York Co.
Ida Justine Kierstead,.....Dawson Settlement, Albert Co.
George Nelson Somers,.....Port Elgin West. Co.
Linda M. Ultican,.....Jacquet River, Rest. Co.
Percy S. Bailey,.....Oak Bay, Char. CO.

EXAMINERS.

Mathematics.—Chancellor Harrison and Prof. S. M. Dixon, B. A.
English Language and Literature.—H. S. Bridges, M. A., Ph. D.
Latin and Greek.—H. S. Bridges, M. A., Ph. D.
Physioloy and Botany.—Prof. L. W. Bailey, M. A., Ph.D., F.R.S.C.
Physics and Chemistry.—Prof. A. M. Scott, Ph.D.
School System.—G. W. Mersereau, M. A.
Teaching and School Management, etc.—G. U. Hay, M. A., Ph.B.
Industrial Drawing, Book-keeping, etc.—Mr. J. Vroom.
French and General History.—Prof. W. T. Raymond, M. A.

* The candidates whose names are marked with an asterisk took an optional paper in French. One-seventh marks made in the French papers were added to the average made on the other papers.

The dates at which the next Departmental Examinations will begin follows.

High School Entrance, Monday, June 23rd, 1902.
High School Leaving, Wednesday, July 2nd, 1902.
University Matriculation, Wednesday, July 2nd, 1902.
Normal School Entrance, etc., Wednesday, July 2nd, 1902.
Normal School Closing, Tuesday, June 10th. 1902.
Normal School for French Department, Tuesday, May 27th, 190
Normal School for Third Class, Tuesday, Dec. 16th, 1902.

The stations at which the University Matriculation, the High Leaving and the Normal School Entrance examinations will be held are Fredericton, St. John, Moncton, St. Stephen, Woodstock, Cl Sussex, Campbellton, Bathurst, Hillsboro and Andover.

Candidates for Superior Class Certificates may be examined either the Closing examinations in June or the Entrance examinations in July

POOR DISTRICTS.

These districts, which have an assessable valuation of $1200 receive from 25 to 33⅓ per cent. additional grants from the provincial re and the County Fund. It has been hoped from year to year that the of these districts would decrease, but the tendency has been in the o direction. The organization of districts in new settlements, the division old districts and, in some cases, the successful efforts made by interested to keep the assessable valuation as given upon the district lists at much lower than the actual value of the assessable property, have all ented to increase rather than diminish the number of districts demand special aid The operation of the change in the Schools Act, mak property within the boundaries of any school district taxable for the b such district without regard to the place of residence of the owner, h for the advantage of the poorer districts and will tend in that directio and more The total special aid granted to the Poor Districts during has been $[illegible] from the Provincial revenues and $[illegible] f County Fund or $[illegible] from both sources.

The total number of Poor Districts for the school year 190 follows

Albert County.

h of Alma,	Nos.	3, 6, 7, 8, 9, ...	5
Coverdale,	"	6, 7 (and Hillsboro). *8, 9. 11, 12. 15 (and Salisbury), ...	7
Elgin,	"	4, 5, *6, 7, *9, *13, 15, 17, 18, 19, 20	11
Harvey,	"	6, 7 (and Alma). *8, *10, ...	4
Hillsboro,	"	8, *9, *11, (and Elgin) 12, 13 (and Elgin), 15, ...	6
Hopewell,	"	*4, 5 (and Hillsboro), 9, ...	3
			36

Carleton County.

sh of Aberdeen,	Nos.	2, 7, 8, 9, 10, 11, 13 (and Kent), ...	7
Brighton,	"	11, 17, 18, 19, 19½, ...	5
Kent,	"	*1½, (and Peel), *9, 19, ...	3
Northampton,	"	*8, 11 (and Southampton), ...	2
Peel,	"	5, ...	1
Wicklow,	"	*8.	1
Wilmot,	"	*14, 17, ...	2
Woodstock,	"	11, 13, ...	2
			23

Charlotte County.

arish of Clarendon,	Nos.	1, 3, 9 (and Blissville)	3
" Dumbarton,	"	1, 4, 5, *7, *7½.	5
" Grand Manan,	"	7, *9, ...	2
" Lepreaux,	"	1, *2, (and Musquash), 5, ...	3
" Penfield,	"	*6, ...	1
" St. David,	"	*2, *7, ...	2
" St. George,	"	7, 8, 8½, (and Dumbarton), 9, 10, 11, *15, ...	7
" St. James,	"	*4, *4½, (St. David), *5, 8, *10 11, *13, *19, ...	8
" St. Patrick,	"	*4, *6, 9, (and St. George), *10, ...	4
" St. Stephen,	"	*2, 7½, (and St. James), ...	2
" West Isles,	"	1, *5½, 6½, 8, ...	4
			41

GLOUCESTER COUNTY.

Parish of Bathurst.	Nos. 3, 4, 6, 7, *8, 10, 11, ...
" Beresford,	" *7, (and Bathurst), 7½, (and Bath), 8, *8½, 9, *10A, (and Bathurst), 11, 12, 13, 13½, 14, 15, 16, ...
" Caraquet,	" 1, 3, 4, 4½, ...
" Inkerman,	" 1, 4, 5, 7, *8, ...
" New Bandon,	" 1, 3½, 4½, 5½, 7, 10, ...
" Paquetville,	" 1, 2, *4, 5, ...
" Saumarez,	" 2, *2½, *4, ...
" Shippegan,	" 1½, *3, *3½, 5, *6½, 8, 8½, 9, 9½, 10, 10½

KENT COUNTY.

Parish of Acadieville,	Nos. 1, 2, 3, 4, *5, 6, 7, 8, 9, ...
" Carleton,	" 2. 4, 6, 8, 9, 10, ...
" Dundas,	" *5, 5½, 6A (and Moncton), *10A (and Moncton) 14, ...
" Harcourt,	" I, 6, 7, 7½, I0, II, ...
" Richibncto,	" 3, 5, 7, 9, 9A, II, 13, ...
" St. Louis,	" I, *5, *8, *9, (and Richibucto), I0, 11,
" St. Mary's,	" 5, 7, 7½, *14, ...
" St. Paul,	" 1, 2, 3, *4, 5, 6, 7 (and St. Mary's), 9,
" Weldford,	" 2½, 4, 5½ (and St. Mary's), 7, II, 12, 13, 17, I8, *20, 21, 22, 23, 24, ...
" Wellington.	" *12½, 13, 15, 16, 17, I8, ...

KINGS COUNTY.

Parish of Cardwell,	Nos. 4, *8, 10 (and Sussex), ...
" Hammond,	" 1 (and Waterford) ,2, *3, *5, 8 (and Sussex, ...
" Havelock,	" *5, 6, 11, I5, ...
" Kars,	" 4, 6, ...
" Kingston,	" 8, 9, 14, *15, ...
" Norton,	" 9, *11 (and Sussex), ...
" Rothesay,	" *6, ...
" Springfield,	" *4, *5, *6 (and Johnston), *13, 14, 18, 21, ...

KINGS COUNTY.—Continued.

h of Studholm,	"	1, 2, *5, *6, *19, *26, ...	6
Sussex,	"	4 (and Waterford), *8, 11, 12, 14. 15,	6
Upham,	"	25 'and St. Martins), ...	1
Waterford,	"	1, 3, 4 (and Cardwell), *6, 7, 9, ...	6
Westfield,	"	5 (and Greenwich), *8, 9,*10,*12,*13,	6
			53

MADAWASKA COUNTY.

sh of Madawaska,	Nos.	3, 4, 4½ 5, 6, ...	5
' St. Anne,	"	*2, 5, 6, 7, ...	4
' St. Basil,	"	2, 5, 8, 9, 10, ...	5
' St. Francis,	"	*5, 6, 7, 8, 9, 10, 11, 13, 14, ...	9
' St. Hilaire,	"	5, 6, 7, 8, 9, ...	5
' St. Jacques,	"	2, 3, 4, 5, ...	4
' St. Leonard,	"	7, 8, ...	2
			34

NORTHUMBERLAND COUNTY.

arish of Alnwick,	Nos.	*1, *2, 8½, *12, 14, ...	5
" Blackville,	"	1½, 3, 3½, 9, 12, 13, ...	6
" Blissfield,	"	1, *1½ (and Blackville), *2, *2½, 3,....	5
" Glenelg,	"	*3, 5, 6, 8, 8½, 9, ...	6
" Hardwicke.	"	3, 6, ...	2
" Ludlow,	"	1, *1½, 2, 4, 5, ...	5
" Nelson,	"	6, *6½, 7, ...	3
" Newcastle,	"	*2½, ...	1
" Northesk,	"	*1, 3, 11½, ...	3
" Rogerville,	"	1, 2, 3A (and Acadieville), 10½, *11, *13, *14, *15, 16 (and Acadieville),..	9
" Southesk,	"	7, *7½, ...	2
			17

QUEENS COUNTY.

Parish of Brunswick,	Nos.	*3, 1, 5, 7, 23 (and Salisbury), ...	5
" Cambridge,	"	*6, (and Waterboro), *7, *9, .. .	3
" Canning,	"	3, 4, *6, ...	3

QUEENS COUNTY.—Continued.

Parish of Chipman,	" 2, 3, 7, *9, 12, 13, (and Waterboro), 14, (and Waterboro), 16, (and Harcourt),	8
" Gagetown,	" *1, ...	1
" Hampstead,	" 3, (and Gagetown), 10, ...	2
" Johnston,	" 2, 6, *6 (and Springfield), 8, *9, *11, (and Wickham), *12, 13, *15, (and Springfield), 17, ...	10
" Petersville,	" 2, *13, 16, ...	3
" Waterboro,	" *2, 3, *5, *8, (and Johnston), 9, ...	5
" Wickham,	" *10, *12, (and Johnston), ...	2
		42

RESTIGOUCHE COUNTY.

Parish of Addington,	Nos. *2½, 3, ...	2
" Balmoral,	" 1, 4, 5, 6, (and Addington), ...	4
" Colborne,	" 1½ (and Balmoral), 4, ...	2
" Dalhousie,	" 4, ...	1
" Durham,	" 1½, *5, 9, 10, 11, ...	5
" Eldon,	" *1.	1
		15

ST. JOHN COUNTY.

Parish of Musquash,	Nos. *7, *8, 9, ...	3
" St. Martins,	" 1, *3, *3½, *4, 9, *11, *12, *23, (and Simonds), 30, ...	9
" Simonds,	" *14, *15, *16, *20, *21, (Bdr), 22 (Bdr),	6
		18

SUNBURY COUNTY.

Parish of Blissville,	Nos. *5, *6, 7, 8, 9 (and Clarendon), ...	5
" Burton,	" 6, *8, 9, 10, 11, 12, 13, ...	7
" Gladstone,	" *2, *3, 5, 6, 8, 9 (and New Maryland),	6
" Lincoln,	" 6, ...	1
" Maugerville,	" 4 (and St. Mary's), ...	1
" Northfield,	" 1, 2, *3, 5, ...	4
" Sheffield,	" 1A (and Canning), 3, 6, *7, ...	4
		28

VICTORIA COUNTY.

sh of Andover,	Nos. 6, 8, ...	2
Drummond,	" 1½, 2, 3, 5, 6, 8½, 9, 11, 12, 13, 14,	11
Gordon,	" *2, 3, 7, *8, 9 (and Lorne), ...	5
Grand Falls,	" *2, 3, *4, 5, 8, 10, *11, ...	7
Lorne,	" 1, 2, 5, 8, ...	4
Perth,	" 3, 5, 6, 7, *8 (and Drummond), 10, *11 *12, *13, ...	9
		38

WESTMORLAND COUNTY.

rish of Botsford,	Nos. *4, 20, 22, 23, ...	4
" Dorchester,	" *4 (and Sackville, 15, 26, ...	3
" Moncton,	" *6A (and Dundas), *20, * 21, 22, *24, 25, 26, *30, 32, 33, ...	10
" Sackville,	" 1, 3, 4, 15' 17, 18, ...	6
" Salisbury,	" 9, 14, 23 (and Hav. and Bruns.), 25,	4
" Shediac,	" 22, 23, 24, 26, ...	4
" Westmorland,	" 11 (and Sackville), ...	1
		32

YORK COUNTY.

'arish of Bright,	Nos. *6½, *7½ 9, *11 (and Southampton), ..	4
" Canterbury,	" *5, 10, 10½, 12, 20, 22, 24, ...	7
" Douglas.	" 12, 14, *16, 20, ...	4
" Kingsclear,	" *7, *8, 9, 12, ...	4
" Manners Sutton	" 7, 9, 10, 11	4
" McAdam,	" *7, ...	1
" New Maryland,	" 1A, *3, ...	2
" North Lake,	" *13½, 17, 18, 19½, ...	4
" Prince William,	" 6, ...	1
" St. Mary's,	" 9, 10, 11, 14, 15, ...	5
" Southampton,	" *8, *10, 13, 14, 15, *16, 17, 18, 19. .	9
" Stanley,	" *1½, *2, 4, 6½, *9, 14*, 16, 17, ...	8
		53
	Total for 1902, ...	585
	Increase, ...	1

* Districts marked * to receive one-quarter rate.

School House Grants to Poor Districts.

By vote of the Legislature the sum of $1,000 was appropriated at t session to assist Poor Districts in building and furnishing school houses.

The following grants from this appropriation were made during th ending October 31st, 1901:

ALBERT COUNTY.

Parish of Elgin, No. 6, ...	$

CARLETON COUNTY.

Parish of Kent, No. 8, ...	$15 00
" Kent, No. 9, ...	20 00
" Kent, No. 16, ...	15 00

CHARLOTTE COUNTY.

Parish of St. James, No. 1, ...	$45 00
" St. Stephen, No. 6, ...	25 00

GLOUCESTER COUNTY.

Parish of Bathurst, No. 15, ...	$25 00
" Beresford, No. 13½, ...	10 00
" Caraquet, No. 1, ...	15 00
" Shippegan, No. 3½	20 00
" Shippegan, No. 8, ...	20 00

KENT COUNTY.

Parish of Acadieville, No. 8, ...	$25 00
" of Acadieville, No. 9, ...	25 00
" Carleton, No. 10, ...	25 00

KINGS COUNTY.

Parish of Kingston, No. 2, ...	$25 00
" Sussex, No. 8, ...	25 00

MADAWASKA COUNTY.

Parish of St. Basil, No. 8.	.....	.....	$25 00	
" St. Francis, No. 13.....		.....	25 00	
			———	50 0

NORTHUMBERLAND COUNTY.

Parish of Alnwick, No. 7,	.....	.....	$20 00	
" Alnwick, No. 8½,	.....	.....	20 00	
" Blackville, No. 13,	.....	.....	25 00	
" Blissfield and Blackville, No. 1½		.....	25 00	
" Blissfield, No. 3,	.....	.....	15 00	
" Glenelg, No. 3,	.....	.....	25 00	
			———	130 0

QUEENS COUNTY.

Parish of Canning, No. 2,	.....	.....	$10 00	
" Canning, No. 3,	.....	.....	10 00	
" Hampstead and Greenwich, No. 6.....			15 00	
" Johnston, No. 13,	.....	.....	20 00	
" Petersville, No. 9,	.....	.....	15 00	
" Waterboro'. No. 8,	.....	.....	20 00	
			———	90 0

RESTIGOUCHE COUNTY.

Parish of Colburn and Balmoral, No. 1½,		.....	$10 00	
" Durham, No. 10,	.....	.....	10 00	
" Durham, No. 11,	.....	.....	50 00	
			———	70 0

ST. JOHN COUNTY.

Parish of Lancaster, No. 11,	.....	.....	$30 00	
" St. Martins, No. 1,	.....	.....	15 00	
" Simonds, No. 7,	.....	.....	15 00	
			———	60 0

SUNBURY COUNTY.

rish of Lincoln, No. 4,	.....	.....	$15 00	
' Northfield, No. 5,	.....	.....	15 00	
			———	30 0

VICTORIA COUNTY.

Parish of Grand Falls, No. No. 4	.....	$15 00
" Grand Falls, No. 5.....	.....	30 00

WESTMORLAND COUNTY.

Parish of Moncton, No. 25, ...	.....	$20 00
" Moncton, No. 33, ...	.....	25 00

YORK COUNTY.

Parish of Bright, No. 9, ...	.....	$20 00
" Manners Sutton, No. 9,	.....	20 00
" Stanley, No. 17, ...	.....	20 00
Total, ...	....	$9

School Libraries.

The total number of volumes reported as having been purchased (the fiscal year for School Libraries was 894 at a cost of $356.75 of whi Province paid $118.90. The total number of volumes reported since was 13,007,* and the money expended $6,335.34. Of this sum the a contributed from the provincial revenue was $2050.14 and the amount by the districts was $4285.20.

Comparatively few teachers or school officials have made the annual to the Chief Superintendent required by Regulation 34 and Appendix 1, the library statistics. No district having a school library will, hereafter, r any additional bonus until a satisfactory report shall have been made, sh the number and condition of the books on hand, in accordance with instru given on pages 121 and 122 of the Manual.

Arbor Day Report, 1901.

Inspectoral District.	No. Districts Observing Arbor Day.	No. of Trees Planted.	No. of Shrubs Planted.	No. of Flower Beds.	General Improvement.
No. 1	119	519	75	112	69
" 2	71	292	78	75	66
" 3	117	420	95	166	44
" 4	76	388	45	119	76
" 5	103	208	43	83	103
" 6	89	210	109	121	89
Total	575	2037	445	676	447
For 1900	462	1796	271	510	297
Increase	113	241	174	166	150

The University of New Brunswick.

The attendance of students at the University is larger than during any former year; but the Freshman Class is considerably less in number than last year's Freshman Class.

The total number enrolled is 116, of whom 30 are women. As a proof of the influence of the Matriculation examinations held under the supervision of the Education Department, and of the more intimate connection maintained between the University and the public schools, it may be stated that about twenty-five per cent of the undergraduates are licensed teachers.

The students are classified as follows:

Seniors,	20	Occasional Students,	
Juniors,	25	" "	3
Sophomores,	39	" "	2
Freshmen,	20	" "	7
Undergraduates,	104		12

Of the above 25 are taking the Engineering Course in whole or in part.

The following Degrees were conferred, in course, at the last Encaenia: Bachelor of Engineering 1; B. Sc. 1; B. A. 7; Ph. D. 1.

The resignation by Professor Stephen M. Dixon, M. A., B. A. I at the close of the last Academic year, of the Chair of Civil Engineering and Chemistry was the cause of much regret to the Senate and friends of the University. Prof. Dixon had labored earnestly and successfully since 1892 in the interest of the Department of Civil Engineering, and to his zeal and energy the University is largely indebted for the inauguration and completion of the movement which has placed upon the College grounds the handsome Engineering Building which now provides so much better accommodations than formerly existed for the effective teaching of Applied Science.

The Senate was fortunate in being able to secure without delay the services of Professor Ernest Brydone-Jack, B. A., C. E. Associate Member of the American Society of Civil Engineers. Professor Jack is a graduate of the University of New Brunswick (1891) and son of the late Dr. W. Brydone-Jack who was President of the University from 1861 to 1885.

NOTES ON THE APPENDICES.

Special attention is directed to Part III of this Report which contains: A. The Report of the Principal of the Normal School. B. The Reports of the six School Inspectors. C. The Reports of the School Boards of Fredericton, St. John, Moncton, St. Stephen, Milltown, Woodstock, Campbellton, Chatham and Newcastle. D. The Reports of the School for Deaf Mutes at Fredericton and the School for the Blind, Halifax. E. The Report of the Dominion Educational Association held at Ottawa in September last, a summary of the proceedings of the several County Institutes and a report of the Macdonald Manual Training School at Fredericton by the Director Mr. E. E. MacCready: F. An address delivered before the Dominion Educational Association on Manual Training in Rural Schools, by Professor J. W. Robertson.

I beg to add the following notes and comments on some of these reports.

The Normal School.

The attendance at the Normal School for the year under review was 19[illegible], a decrease of 60 as compared with the previous year; but at the present time (1901-2) the enrolment is 270 which is about the average for the past ten years. The difficulty experienced in finding a supply of teachers for the schools indicates that many who receive training at the Normal School teach but a very short time; indeed there is reason to believe that not a few never engage in teaching or drop out of the list of active teachers at the end of a single term. It would appear but reasonable that those who receive the benefit of free tuition

and training at considerable expense to the Province should be required to serve in the public schools at least three years.

The attendance at the French Department has proved quite insufficient to provide a supply of teachers for the Acadian Districts. In the County of Madawaska there is a lamentable deficiency of trained teachers. Of the 60 teachers employed in that County during the past year, all but three were of the Third Class, and 14 had received no training whatever. So long as the French-speaking teachers aim only to prepare themselves for Licenses of the Third Class, and so long as the rate-payers and trustees are satisfied to employ untrained and imperfectly educated teachers, there is little chance for improvement. Special encouragement has been given to French-speaking candidates to seek for higher classification, and I am not without hope that before long a larger number will be found preparing for the advanced classes. At the present time there are only fourteen French-speaking pupil teachers at the Normal School, and of these five are enrolled in the English Department as candidates for either the Second or First Class.

The temporary withdrawal of Eldon Mullin, Esq., from the principalship of the Normal School, after a period of service of nearly eighteen years, and the appointment of Dr. William Crockett to fill his place, together with the circumstances which led up to the change, demand some notice in this Report, though the principal events occurred after the close of the school year under review.

Educational Assistance for South Africa.

During the summer of 1900 a gentleman giving his name as E. B. Sargant called at the Education Office and presentod a letter of introduction from Lord Strathcona, the Canadian Commissioner in London. The letter stated that Mr. Sargant was an official in the Education Department, London; that he was visiting Canada for the purpose of examining the educational systems of the several provinces of the Dominion, and solicited my assistance in the matter. I was unfortunately preparing to leave Fredericton on the day of Mr. Sargant's call, to meet an engagement in another part of the province; but I spent as much time as possible with him, supplied him with the School Manual, Educational Reports, etc., and gave him a letter of introduction to teachers and school officials in New Brunswick. Mr. S. had left Fredericton before my return, and I had almost forgotten the circumstances of his visit when I received from him a letter which I hereto append:

EDUCATIONAL DEPARTMENT,
Bloemfontein, March, 20th, 1901.

DEAR DR. INCH,—Perhaps you will remember a visit I paid to at Fredericton in the summer of last year in connection with some en which I was making unofficially into the educational system of New Br

Very soon after that time—in fact while I was in the Province Quebec—I received a cablegram from Sir Alfred Milner asking me to un take provisionally the education of the new colonies. I have been at since the beginning of November, but military law has made it difficult t much as yet. However, there seems a likelihood that by the middle of year civil administration will have been thoroughly established, and that important educational buildings, which are now used as hospitals, will been released by the military.

At Pretoria there is a fine Staats Model School, as well as a S Gymnasium and a Staats Meisjes School.

In thinking over various ways of beginning work there, I have com the conclusion that none would be more satisfactory than to ask for temporary assistance of experienced teachers from a country which in m ways might provide a model for the new educational system to be introd here.

New Brunswick is the country which I have in my mind's eye, and t are three of your staff whose work I particularly admired, namely, Mr. E Mullin, Principal of the Normal School, Miss C. E. Bridges, who conduct kindergarten of the Model School, and Dr. H. S. Bridges, head master of High School, and superintendent under the St. John School Board. T was also a Miss Nicholson in the York Street School whose method of han children attracted my attention.

I should like to sound you as to the possibility of the first three Miss Nicholson or any teacher whom Miss Bridges preferred to her, comi South Africa for a year's work and putting the Normal School at Pr (perhaps also the Gymnasium) on the right lines. To spare them wou know, put a strain upon your arrangements, all I can say is that just as i war we needed the best soldiers we could find, so now England an colonies will have to provide the best civil administration.

I do not know what salaries the ladies and gentlemen named a present receiving, and your Annual Report does not give me the inform but my idea would be that all their travelling expenses as well as their sa

for the time that they were away, should be paid by the Transvaal administration, and that a bonus of (say) a quarter of their salary should be added.

I will not make any more definite proposal than this before I hear from you as to the possibility of the plan being carried out.

If they are willing to come, and you can spare them, perhaps you would mention what salary each is now receiving; then the whole matter could be settled by cable with the assent of the Colonial Secretary and High Commissioner.

I wish it were possible for me to have your advice in many matters of importance which arise for decision every day. I know none to whom I would more readily go. It would help me in my work, if you could let me have your Annual Reports, as they come out, one copy for the Transvaal, and one for the Orange River colony. They should be addressed to me as Acting Director of Education at Bloemfontein and Pretoria respectively. I will, of course, send you my reports in return.

With grateful remembrances,

Believe me,

Yours very truly,

E. B. SARGANT.

After careful deliberation the Board of Education regarded it as a patriotic duty to comply with Mr. Sargant's request, and to aid him as far as possible in organizing the educational work in the Transvaal and Orange River Colonies. Leave of absence was, accordingly, granted to Principal Mullin, of the Normal School, and Miss Bridges, of the Model School, in case they should decide to enter into an agreement with the South African authorities. The prolongation of the war and the consequent unsettled condition of the country delayed the closing of negotiations until a few weeks ago. Mr. Mullin and Miss Bridges carry with them the best wishes of the educational authorities of New Brunswick for their success in their new sphere of labor.

In the cases of Dr. Bridges, Miss Nicholson, and other New Brunswick teachers who are under contract with local School Boards, the Board of Education did not deem it necessary to take any action, other than to obtain such information as might be of interest to any who might desire to offer their services for the South African work.

As a large number of teachers in New Brunswick, Nova Scotia and the United States have applied to me for information in regard to the conditions

likely to be met with by teachers in the Transvaal, I append the following of general interest:

MEMORANDUM WITH REGARD TO THE PROSPECTS OF TEACHERS IN THE ORANGE RIVER COLONY AND IN THE TRANSVAAL FOR THE USE OF APPLICANTS RESIDING BEYOND THE LIMITS OF SOUTH AFRICA.

In considering the question of seeking teaching employment in these colonies, applicants will do well to read carefully the following statement as to the conditions under which they are likely to work

(1) The cost of living in South Africa, especially at a distance from the coast, is higher than in most other parts of the British dominions. The charges at a good boarding house are from £8 to £10 a month in most towns, and in Bloemfontein, Pretoria and Johannesburg may rise still higher. The charges at hotels are from 12s. 6d. to 15s. a day. Many necessaries of life and nearly all luxuries are proportionally dear.

(2) The climate in the Transvaal and the Orange River Colony is of the "continental" type. The summers are hot and the winters cold, the rains generally falling during the former season. It is, therefore, necessary to be provided with both heavy and light clothing.

(3) Teachers will be for some time at any rate directly under the education department and not responsible to any local committees. This relation, however, may be altered in the future, except in the case of those occupying the higher positions.

(4) The engagement with every teacher from outside the limits of the Colonies is made for three years. Should that engagement be terminated on the part of the teacher before the expiration of the period named, the passage money to the Colony is forfeited and the return fare is not paid by Government. But if the engagement is fulfilled, Government pays the passage money in both directions.

(5) The salaries paid to assistants in elementary schools are from £100 to £200 a year. To head teachers of elementary schools and to the assistants in higher schools from £200 to £400 a year, and to heads of higher schools and inspectors from £400 to £600. There are a few posts carrying larger salaries but these may for practical purposes be disregarded. For the sake of comparison the salaries paid by the leading banks to their junior clerks are here stated. If sent for service up country, they begin at salaries of £250 a year, and are provided with quarters when this is possible, otherwise no allowance is made for lodging.

(6) The medium of instruction in schools is English but it is expected that all teachers (except those in Johannesburg) will learn to speak the "taal" or colloquial Dutch of S. A. Bible instruction is given to Cape Dutch children in Dutch, but, as there will always be plenty of junior assistants able to speak Dutch, no such accurate knowledge of the language, as is required for this purpose, is necessary on the part of those who come from the United Kingdom or the Colonies.

(7) It is expected that all teachers who do not belong to the higher rank will endeavor to raise their scholastic and professional qualifications and the department will endeavor to offer them tbe opportunity of attendance at courses at one or other of the Normal Colleges for this purpose.

(8 It is considered of the utmost importance that teachers should not be of advanced years.

Teachers wishing to make application for positions in the new Colonies should address their letters to "The Director of Education, Pretoria, South Africa."

THE INSPECTORS' REPORTS.

The details given in the Reports of the Inspectors will be read with interest by all acquainted with the localities mentioned. Taken as a whole they afford encouragement, but at the same time they reveal the difficulties and obstacles which are constantly encountered by those who are working for the best educational interests of the country. The inertia of ignorance is hard to be overcome. It requires more enlightenment and unselfishness than are found in many communities to induce the people to tax themselves for their own benefit or that of their children, and more intelligence than many local school boards possess to manage wisely the business of the schools. But it is satisfactory to note progress in many places which only a few years ago gave little indication of interest in education.

As in former years, most of the Inspectors have found themselves unable to complete the work assigned them by the School Law and Regulations. In July last Inspector Steeves found it necessary to apply for leave of absence for some months on account of impaired health. I am glad to say that he is so far recovered as to be able to resume his duties with his accustomed energy and ability. In September last the Board of Education, in view of the necessities of the work, appointed an additional Inspector, Mr. Jean Flavien Doucet, who had qualified himself for the position by his experience of several years as a

[illegible] in the Public Schools and in passing the provi[illegible] for [illegible] school [illegible]. It is [illegible] that Mr. [illegible] [illegible] the schools in the Counties of Madawaska [illegible] and in many of the other schools in the French-speaking [illegible] of [illegible] and [illegible] as the time will permit. The [illegible] [illegible] of the work of the other Inspectors. The [illegible] [illegible] of the [illegible] Inspectorate, as rearranged, will be [illegible] [illegible]

[illegible] OF SCHOOL [illegible] IN CITIES AND INCORPORATED TOWNS.

[illegible] change in the beginning of the school year. I gave [illegible] [illegible] to the secretaries of the city and town school boards that [illegible] [illegible] for more than the interim term ended June 30, 1901, so [illegible] [illegible] hereafter may be for the school year beginning and ending at [illegible] [illegible].

In addition to the usual statistics, which indicate in general satisfact[illegible] progress, I beg to call attention to a few facts of more than ordinary educati[illegible] interest.

Among the prizes to be given hereafter in the Fredericton Gram[illegible] school will be a handsome silver medal displaying the profile of the [illegible] chairman of the School Board, George E. Courlthard, Esq., M. D., who [illegible] many years took an active part in the management and welfare of the [illegible] schools and of the Provincial University. The medal is the gift of [illegible] Coulthard. It was won this year by Miss Turner, of Gibson.

The St. John School Board has continued the work of providing pr[illegible] school accommodation for all parts of the city. A noble building on the W[illegible] Side, to be known as the La Tour School, is now nearing completion, and [illegible] be ready for use at the beginning of the next term. Ground has also [illegible] purchased for the erection of a new building for the children now attending [illegible] Elm Street School. The estimated value of the school property in the cit[illegible] Saint John, is about $350,000, on which the Board carries insurance to [illegible] amount of $205,730.

In Moncton, the School Board has wisely made provision for a suit[illegible] play ground for the Victoria School. A block of land 230x181 feet adja[illegible] to the building has been purchased for $2,000.

At St. Stephen the graduating exercises of the High School were of [illegible] than ordinary interest. Fully 1,000 people were in attendance. A [illegible] of this school made the highest average of the candidates from [illegible]

Maritime Provinces, at the entrance examinations of the Royal Military College at Kingston.

The Milltown Schools maintain their reputation for efficiency. They have long had the distinction of making a very high average of attendance.

The educational event of greatest importance to the eastern part of the province has been the completion and opening of the fine building for the Northumberland County Grammar School at Chatham.'

This building was formally opened on Jan. 6th, by interesting exercises. Addresses were made by the Chgirman of the School Board, Mayor W. B. Snowball and by the Hon. J. P. Burchell, M. P. P., C. E. Fish, Esq., M. P. P. Rev. Father McLauchlin, Rev. Canon Forsyth, Rev. W. C. Matthews, His Honor Judge Wilkinson, Trustee J. L. Stewart, and the Principal Dr. Philip Cox.

The building is 103x76½ feet, three stories above the basement. The walls are of rock-face, broken ashler sandstone with cut trimmings; roof, slate and gravel, with galvanized iron cornice, and lead hip-rods, flashings, gutters, etc., and iron cresting.

The three main entrance sections project four feet beyond the general line of the walls and run up the full height of them. That in the front is 35 feet 4 inches wide, and those at the ends, 18 feet wide. They are arched and pillared, reached by stone steps, and vestibuled. The heavy plate glass with which the double doors of all are fitted give the visitor an idea of the substantial character of the materials used in the building and the class to which the work belongs.

The interior is well planned. Nine spacious class rooms with an assembly hall, cloak rooms, teachers' closets, etc., will afford ample accommodation for 450 pupils. The hall ways are wide and airy, the floors and stairs are all of native hardwood finished in natural colors. The sanitary arrangements and the methods of heating, lighting, ventilation, etc., are all in eccordance with the most modern ideas. The cost of the building has been something over $40,000.

THE SCHOOLS FOR DEAF MUTES AND FOR THE BLIND.

The reports from these institutions are so full that I do not think it necessary in this place to say more than to direct attention to the statements of the principals and the boards of directors. The eminently practical work done at the School for the Blind is of special importance. To prepare those deprived of sight to earn their own living and to become active and productive members of industrial society instead of becoming a charge upon the benevolence of

others, is a work which must commend itself to every thoughtful citizen. In a recent letter the Principal, Dr. C. E. Fraser, says "We have opened a department for manufacturing books in raised print. These books are most advantageous to our pupils. We are looking forward to training some of our pupils as masseurs, and now have one of our graduates in London, G. B. for the purpose of qualifying herself as an instructor. This department will be particularly useful to those boys and girls who are not musical."

TEACHERS' INSTITUTES AND THE SUMMER SCHOOL OF SCIENCE.

In Appendix E will be found an outline of the proceedings of these interesting conventions of teachers. The Summer School of Science of the Atlantic Provinces has been growing rapidly during the last few years not only in membership, but in importance as one of the most effective organizations for enabling teachers during their summer vacation to make themselves better acquainted with certain subjects they are called upon to teach, and especially to keep abreast with the advancement of Natural History and Science. It is found that the teachers who attend the Summer School return to their work with increased enthusiasm and zeal; and their pupils thus gain the benefit.

The legislature of each of the three Atlantic Provinces makes an annual grant towards the expenses of the school. In view of the fact that it met last year at Lunenburg, N. S., the Government of that Province contributed $200 while the other Provinces gave $100 each. Nova Scotia and Prince Edward Island grant also to their teachers who attend an additional vacation of one week. I would be glad to see the same privilege, or its equivalent in some other form, granted to New Brunswick teachers.

The Summer School will meet the last week in July and the first week in August, 1902, at St. Stephen, under the presidency of Professor L. W. Bailey of the University of New Brunswick. The citizens of St. Stephen and Milltown, with their accustomed hospitality towards teachers, are making special preparations for the reception of those who attend. In view of the meeting of the Summer School at St. Stephen, the Charlotte County Institute will not be convened this year. It is hoped that the membership of the school this year will exceed that of any former year.

The Provincial Institute, which meets bi-annually is to convene this year at Fredericton, on the 26th of June, and the two days following. A very interesting programme has been prepared. Several prominent educationists from sister provinces and from the United States are expected to take part in the

roceedings. The University Library, Museum and Science building will pen for the inspection of visitors. It is hoped that a very large number ur teachers will enrol as members of the institute.

Manual and Agricultural Instruction in the Public Schools.

The lively and sympathetic interest with which the people of Canada hav watched the movement initiated by the generosity of Sir William Macdona and organized by Professor J. W. Robertson to make Manual Training a pa of the Public School Course in every Province of the Dominion, justifies me i giving more space than usual in this report to what has been accomplished this direction and what is proposed for the future.

During my visit to England, in September last, I took the opportunity making inquiries in regard to the progress of Manual Training under th direction of the School Boards, and of spending a day in one of the large central schools in London watching the boys at work, examining the finishe articles they had made, and having the system explained to me by th Superintendent.

Manual Training in a few of the Primary Schools was begun in London 1886. It was found so useful and acceptable that it rapidly extended. I 1890 it was formally recognized by the English Education Department as school subject, and the funds of the London School Board were thus made avai able for its support. In the same year Parliament provided liberal grants fro the Imperial Exchequer, for its extension throughout the Kingdom. At th time the system had been introduced into less than 50 schools. In 1900 th work had grown to such an extent that provision had been made in Manu Training centres for the instruction in this system of the boys of about 5,00 schools.

In 1897, a Royal Commission was appointed to determine how far, and what form Manual Instruction should be included in the work of the Primar Schools in Ireland under the direction of the Board of National Educatio After a thorough investigation and study of the subject in England, Scotlan Germany, France, Switzerland and Holland, the Commissioners made a mo interesting and instructive report. A copy of their last report is before m from which I make the following extracts:

"We may at once express our strong conviction that Manual and Practical Instructi ought to be introduced, as far as possible, into all schools where it does not at present exi and that, in those schools where it does exist, it ought to be largely developed and extende We are satisfied that such a change will not involve any detriment to the literary education the pupils, while it will contribute largely to develop their faculties, to quicken their inte gence, and to fit them better for their work in life."

The reasons assigned by the Commissioners for their conclusions are the summed up

1 "First, then there are reasons founded on educational principles. The present system which consists largely in the study of books, is one-sided in its character, and it leaves some of the most useful faculties of the mind absolutely untrained. We think important that children should be taught not merely to take in knowledge from books, but to observe with intelligence the material world around them, that they should be trained in habits of correct reasoning on the facts observed, and that they should even at school acquire some skill in the use of hand and eye to execute the conceptions of the brain. Such a training we regard as valuable to all, but especially valuable to those whose lives are to be mainly devoted to industrial arts and occupations. The great bulk of the pupils attending primary schools under the National Board will have to earn their bread by the work of their hands, it is therefore important that they should be trained, from the beginning, to use their hands with dexterity and intelligence

2 "Next, we have the practical experience of those schools in England, Scotland, and on the continent of Europe, in which such a system as we recommend has been already introduced and tested The evidence we have received on this point, is absolutely unanimous and, as we think entirely conclusive We have been told, over and over again, that the introduction of manual and practical training has contributed greatly to stimulate the intelligence of the pupils, to increase their interest in school work, and to make school life generally brighter and more pleasant. As a consequence the school attendance is improved the children remain at school to a more advanced age, and much time is gained for the purposes of education

"We inquired particularly whether the literary side of school studies reading, writing, arithmetic, grammar, and geography had suffered any loss by the change, and the answer was uniform, that no such loss had been observed. In some cases we were assured that the literary studies had been positively improved by the introduction of manual training. This result was accounted for, partly by the increased intelligence of the children, partly by the constant change and variety of their occupations, many of the most useful exercises being only a kind of organized play and partly by their increased interest in their work

"We regard it also as a very significant testimony to the value of manual training, that wherever it has once been introduced, it has, with hardly an exception, been continued and extended There has been practically no disposition to go back to the old system, which made primary education almost exclusively literary in its character, and after an experience extending over some years, there is a general concensus of managers of schools, inspectors and parents, that the value of primary education has been greatly enhanced by the change.

3 "Lastly, there is a consideration of a practical character, which seems to us deserving of no little weight. A strong desire exists throughout this country, and it is growing stronger every day, for the introduction of a general system of Technical Education. It is thought that a good system of Technical Education would contribute largely towards the development of arts and industries in Ireland, and in this opinion we entirely concur But the present system of primary education is so one-sided in its character that it leaves the pupils quite unprepared for Technical Education. The clever boys trained in the National Schools if they are disposed to seek for a higher education, may pass with advantage into Intermediate Schools of the kind now general in Ireland but they are not fit to enter a Technical School, even if they had such a school at their doors Now it seems to us the changes we recommend would go far to remedy this defect The system of National Education, modified as we propose, would give an all-round training to the faculties of the children

and would thus lay a solid foundation for any system of higher education—literary, scientific or technical — which might afterwards be found suitable to their talents and their circumstances."

CONCLUSION.

"In presenting this Report to your Excellency, we venture to express our conviction that, if our recommendations be adopted, the system of education carried out in the Primary Schools of Ireland can be made, within a few years, very thorough and complete. At present, no doubt, it is excellent in some respects; but in other respects it seems to us seriously deficient. Insisting too much, as it does, on the study of books, it leaves the faculty of observation and other important faculties comparatively uncultivated; and it neglects almost entirely that training of the hand and eye which would be so useful to the children in their after life, and which is now regarded both in England and on the Continent of Europe as an element of great importance in primary education.

"The development of Manual and Practical Instruction, on the lines we have pointed out, will remedy these defects, and will not, we are satisfied, inflict any injury on the literary education which is now given. It will quicken the intelligence of the children, brighten the tone of school life, and make school-work generally more interesting and attractive. With the system of National Education modified as we propose, the children will be taught not by means of books. only, but also by the more simple and effective agency of things; and they will be better prepared for their work in life, which, for the great bulk of them, must consist mainly of manual occupations.

"It is hardly necessary to say that the changes we have recommended cannot be carried out without a considerable expenditure of money. But we feel confident that the State, which so largely maintains and controls the system of National Education in Ireland, will not hesitate to provide the necessary funds for improving that system within reasonable limits. The progress of the people in wealth and material prosperity must largely depend on the education given in the primary schools; and to make that education thoroughly efficient and fit for its purpose is a task, we submit, which may well be undertaken, in the highest interests of the State, whatever the necessary cost may be."

In reference to the teaching of agriculture in the schools the Commissioners say:

"We do not think that agriculture as an art, that is to say practical farming, is a subject that properly belongs to elementary education. At present the study of what is called the theory of agriculture is compulsory for boys in all rural schools, and is highly encouraged by fees. But our enquiry has shown that this study consists, for the most part, in committing a text-book to memory; and we have come to the conclusion that it has little educational or practical value. We recommend instead that the course of Elementary Science to be taught in rural schools should be so framed as to illustrate the more simple scientific principles that underlie the art and industry of agriculture. We also recommend the maintenance and extension of school gardens, as a means by which these scientific principles may be illustrated and made interesting to the pupils."

The reasons assigned by the Royal Commissioners for the introduction of Manual and Practical instruction as part of the public school course in Ireland apply with equal, if not greater force, to the conditions obtaining in New Brunswick. The difficulties to be overcome in grafting these new methods

into the stem of the system of public instruction as now established cannot be greater than those which were successfully grappled with in the older lands.

We have as object lessons Macdonald Manual Training Schools in successful operation in Ottawa, Brockville and Toronto, Ontario; in Montreal, Waterloo, Knowlton and Bedford, Quebec; in Winnipeg, Manitoba; in Regina and Calgary, N. W. Territories; in Victoria and Vancouver, British Columbia; in Truro, Nova Scotia, where there is also a special Training School for teachers; in Charlottetown and Summerside, P. E. Island; and in Fredericton, New Brunswick. All these have been established and maintained up to this time without any expense to the several Provinces other than providing the rooms in which the schools are severally located.

For information as to the work of the New Brunswick Manual Training School I direct attention to the Report of Principal MacCredie, found in Appendix E.

But the munificence of Sir William Macdonald has not yet been exhausted. He proposes for the Rural Schools a plan even more comprehensive than that already instituted for towns and cities. This plan has been submitted for the consideration of the educational authorities in the several provinces. I understand that the plan herewith submitted is open to such changes or modifications as observation or experience might suggest for the purpose of adapting it to the conditions of the rural communities in each province.

MEMORANDUM OF A PLAN PROPOSED FOR THE IMPROVEMENT OF EDUCATION AT RURAL SCHOOLS; AND FOR THE ESTABLISHMENT OF COURSES OF INSTRUCTION AND TRAINING IN DOMESTIC ECONOMY OR HOUSEHOLD SCIENCE AT THE ONTARIO AGRICULTURAL COLLEGE.

Having respect to the well known sayings, "Seeing is believing" and "We learn by doing," the plan which Sir William C. Macdonald offers as one desirable to carry out is presented in four parts — three under the Division of Nature Study, and the fourth under the Division of Domestic Economy or Household Science.

PART I. — THE CONSOLIDATION OF RURAL SCHOOLS.

Part 1 of the plan is intended to give object lessons of improvements in education from the consolidation of five, six or more small rural schools into one central graded school, with a School Garden and a Manual Training room as part of its equipment.

It is proposed to offer financial assistance to one locality in Ontario and one locality in each of the Provinces of Quebec, New Brunswick, Nova Scotia

and Prince Edward Island, to induce the people to undertake and carry on object lessons of improvements in education, with School Gardens and Manual Training, all under the control of the regularly-constituted educational authorities.

Notes on Part 1.

(*a*) In our educational progress not much has been done for the girls and boys in rural schools compared with what has been given to and made possible for the children in towns and cities. The difficulties which have hindered progress are said to have been: Want of money, the fact that the time table was already too full, and the fact that teachers are not properly qualified to take up better mothods.

(*b*) In some districts the area for the rural school is so small that the lack of funds and the isolation of school authorities cause them to let educational matters drift into weakness and inefficiency. If in some district an object lesson could be given of the consolidation of five, six or more weak rural schools into one well-appointed and well-sustained central school, that might lead to general improvement.

(*c*) In some of the United States the consolidation of rural schools has already been carried out to a considerable extent with very great gain in the quality of the education given in the locality, and in most cases with no increase of cost to the ratepayers.

It has not been difficult in Canada to arrange routes for the collecting of milk or cream to one central place; it would not be more difficult to arrange for the collection of children on various routes to one central school; and certainly the children of a neighborhood are best worth the care, thought and spending of anything in the locality.

PART 2.—GROUPS OF RURAL SCHOOLS WITH A TRAVELLING INSTRUCTOR FOR EACH GROUP.

Part 2 of the plan is for the purpose of giving object lessons of the value of School Gardens and Nature Studies, at individual rural schools, as a part of general education, to be begun by means of a travelling instructor, who would visit and spend one-half day per week with the children and teacher at each school of a group, for a term of three years, or until a considerable number of suitably trained and qualified teachers would be available to carry on such work themselves at rural schools.

It is proposed to offer financial assistance to one group of ten or fewer schools in one locality in Ontario, and to one group in each of the Provinces of

uebec, New Brunswick, Nova Scotia and Prince Edward Island, to enable the eople to provide School Gardens, and to undertake and carry on object lessons nd experiments with improvements in education, all under the control of the gularly constituted educational authorities.

'oles on Part 2.

(*a*) A group of ten, or fewer, rural schools in some locality should be iosen in which to give an object lesson or illustration of this better education. ' a competent travelling instructor were engaged to spend half a day of every 'eek at each of these schools, he would be able to train teachers and children ito methods of Nature Study. The travelling instructor would be a specialist ı Nature Study and Nature Knowledge, as well as a good teacher in the ıbjects which have been common in the schools in the past.

(*b*) It would certainly be of great bénefit to the children at any rural ·hool if a School Garden containing plots for every child above the age of ight or nine years could be provided. Those plots would be used (like slates f large size) to put "things" on, to be rubbed off when they had served ıeir educational purpose. The gardens could be used, as they are at a few hools in England, and as they are at many schools on the continent of ·urope, for the training of children to habits of close observation, of thoughtılness, and of carefulness.

(*c*) If one may mention a method which would seem to include the best, would be that of tracing results back to their causes until that habit of mind ı formed in the children. When a child does anything with its own hands, ıch as planting a seed, pulling up a plant, making examination of the changes 'hich have taken place during its growth, making a drawiug of it, mounting ;, and putting its name on it, he receives impressions by the sense of touch, he ees, he hears the noise of the movements he makes, and he smells the soil and he part of the plant with which he is dealing. Those impresssons are definite nd lasting; they add to the sum of sensuous knowledge; they prepare for he perception of logical knowledge, in a common sense way.

(*d*) For instance, if a child should plant ten grains of wheat in a row, ten rains of Indian corn in another row, ten sets of potatoes in another row, and en clover seeds in another row; if he should pull up one each of these plants very week, and find out for himself, under the guidance of a competent eacher, what had taken place in the meantime; if, further, he should make lrawings of the plants and a written statement of the progress of growth, as he ras able to observe it, from week to week, such a course, occupying only half , day per week, would certainly give a boy or girl a great amount of

exceedingly useful information, and also habits of investigation, observation, comparison and thoughtfulness, which are immensely desirable. These would quicken the intelligence of the children, and lead them to have both desire and capacity for living happily amid rural surroundings.

(c) Progress in agricultural education would be made by starting Evening Continuation Classes in the rural districts in connection with those groups of schools, or in connection with the consolidated schools mentioned under Part 1. These would provide the true solution for education in agriculture and horticulture of youths in the country at the ages from fourteen to eighteen. One or two central schools of each of these groups might be chosen for Evening Continuation Classes. At these, what the young lad, working on the farm, saw during the day with his uninstructed eye, could be explained to him in such a way as to awaken a new interest in his work, and greatly increase his ability for enjoying it and carrying it on well.

PART 3.—SPECIAL COURSES OF INSTRUCTION AND TRAINING FOR TEACHERS OF RURAL SCHOOLS.

Part 3 of the Plan has for its object to assist in providing short courses of instruction and training for teachers for rural schools, who desire to qualify themselves in these newer subjects and methods of education.

It is proposed to offer to the Province of Ontario at the Ontario Agricultural College at Guelph, a gift of a building, including a Nature Study plant growing house, and such equipment as may be required, in addition to what is there at present, for the accommodation of teachers while taking short courses in Nature Study for rural schools.

Notes on Part 3.

(a) To make possible such additions and changes in rural schools as have been indicated, and to let them be capable of anything like general adoption and extension, there is need for further preparation of the teachers. No doubt teachers in Canada would be willing to qualify themselves for this better sort of work, if an opportunity were provided. It seems desirable and practical to give such teachers the opportunity which they need.

(b) At several places in England in 1901, short courses of instruction and training in methods were provided for periods of only three weeks, with the expectation of doing a good deal towards qualifying teachers to carry on their work in a better way. In Canada, it might be possible to arrange for courses of training for thirty teachers at one place, each course to last for two or three months. During this course the teachers would carry on Nature

Study work as they expected the children to do it at the school afterwards. A plant-growing house for Nature Study work would not be so costly for construction and maintenance that it would be a very difficult accommodation to have for the winter and spring months, when outdoor work would not be practicable.

(c) If provision should be made for a class of about thirty teachers at each short course, it is hoped that the Government of each Province concerned would arrange (by providing a substitute or otherwise) to enable approved teachers in rural schools to take the short course without loss of situation or loss of salary.

(d) For a period of three years, at least fifteen teachers of rural schools outside the Province of Ontario are to be eligible to receive instruction and training in each short course without any fees.

(e) For the first year, it is proposed to make, (1) an allowance at the rate of five cents per mile for the actual distance from the teacher's school to the Ontario Agricultural College, to help in meeting travelling expenses, and (2) an allowance of $25.00 to help in meeting the expenses of board and lodging to every approved teacher who has taken a full course satisfactorily.

Part 4.—Domestic Economy or Household Science.

Part 4 of the Plan is intended to assist in providing courses of instruction and training in Domestic Economy or Household Science for young women from country homes, in order that they may have opportunities for acquiring practical and advanced education not less suitable and helpful to them, than the present courses at the Ontario Agricultural College are beneficial to young men who take them with earnestness and cheerfulness.

It is proposed to offer to the Province of Ontario at the Ontario Agricultural College at Guelph, (1) a residence building to accommodate not less than 100 female students and teacher students, daughters of farmers and others, and (2) class rooms, kitchen laboratories and other equipment necessary for courses of instruction and training in Domestic Economy or Household Science.

Notes on Part 4.

(a) Suitable courses (long and short) which would include instruction and training in dairying, poultry-keeping, bee-keeping, fruit-growing and general gardening with particular attention to the cultivation of vegetables and flowers would be highly valuable to the young women who were able to take them and through their influence would be of far-reaching benefit to the rural schools, and the rural population generally.

6) Special regard might be given to properly arranged lessons and exercises,—

(1) in the selection, preparation and serving of foods in the most nourishing, wholesome, appetising, and economical manner;

(2) in sewing, dressmaking, and the simpler forms of household art and decoration, and,

(3) in the care and cleansing of rooms, fabrics, sinks, etc.,

All to the end that the pupils might know the relation of those things to health and comfort, and might observe those methods and practices which make for good-living in simple, clean, well-kept and beautiful homes in the country.

I cordially commend the plan above outlined as worthy of the grateful recognition and co-operation of the government and legislature of New Brunswick. The generous promoters of this new departure ask nothing for the present but to be allowed the opportunity to test the merits of their plan. There is of course implied in its acceptance by the educational authorities a moral obligation to render every needed assistance, and to afford every reasonable facility for the selection of a locality for the proposed Model School where it will have the best chances for success, and there is further implied on the part of the Executive Government and Legislative Assembly the obligations to maintain and extend the system when its feasibility and usefulness have been clearly demonstrated by a fair trial.

The important problem of the consolidation of country schools is involved in the proposed scheme. Up to this date, the people in the small districts, with few exceptions, have persistently declined to unite with adjacent districts for the establishment of a central school to which the children of two or more districts might be conveyed. There are, without doubt, many localities in which such a union would be impracticable; but there are scores, if not hundreds, of districts in which the centralization of the schools would not only lead to the maintenance of much better schools, with more regular attendance, but would also reduce the educational expenditure. The conditions in many parts of New Brunswick do not materially differ from those of other states and countries in which this system has been successfully introduced.

In my opinion the time is not far distant when it will become the duty of the Board of Education, either under the existing law, or under a more stringent law which the legislature may be called upon to enact, to re-adjust the whole system of school districts as they exist at present with a view of reducing their number and enlarging their area. In the meantime, if the centralization of schools proposed by Sir William Macdonald's plan be carried into effect, an

bject lesson as to the advantages of consolidation will aid in removing preudices and demonstrating the practicability of union in other places.

As to the Macdonald Manual Training School now in operation at Fredericton, it must not be forgotten that two of the three years during which he expenses of its maintenance were to be borne by its founder, have nearly passed. Shall it be closed at the expiration of the three years? Or will the ntelligent School Board of the City of Fredericton take up the work when Sir William Macdonald lays it down and establish it on a permanent basis as a constituent part of the school course in Fredericton? And will the intelligent and progressive School Boards of the Cities of St. John and Moncton, and of the incorporated towns and populous centres from Restigouche to Charlotte, having become acquainted with the system and having seen the results of its working in Fredericton, decide in their wisdom to establish and maintain one of these Manual Training departments in each of the several distric's under their respective administrations?

At the present time the system has been introduced at the expense of the Macdonald fund into two of our country districts, without detriment in the slightest degree to the ordinary work of the schools. Several of our teachers, after instruction at the Fredericton school, are now taking a six months' course at the Truro Training School to fit themselves more thoroughly for this work. When the proposed Manual Training School shall be opened at Guelph, as outlined in Prof. Robertson's plan, there is no doubt that many more of our teachers will avail themselves of the privileges for instruction it will afford provided suitable financial encouragement is offered.

Frequent inquiries have been addressed to me as to what may be expected from the Board of Education in the way of assistance to School Boards who may decide to introduce the Manual Training work into the schools under their charge, and what encouragement and remuneration may be expected by teachers who shall take the time and incur the expense of making special preparation for this work. These inquiries are reasonable, and the Chief Superintendent should be in a position to answer them definitely.

Recommendations for Grants in Aid of Manual Training.

I recommend, therefore, that at the approaching session of the legislature an Act may be passed authorizing the Board of Education to enlarge its work in the direction indicated; and to expend a reasonable amount for the promotion of Manual Training with its associated branches in the common schools.

Among other provisions of such Act, I venture to make the following suggestions as to the money grants to be provided from the Provincial revenue to aid in the establishment and maintenance of Manual Training instruction:

(a) To any Board of School Trustees, whether in city, town or country district, which shall provide suitable accommodation in connection with the school or schools under its jurisdiction for instruction in Manual Training, there shall be granted a sum not less than one half of the total amount expended for the necessary benches, tools, material and other equipment required.

(b) To any Licensed Teacher who shall obtain from any Manual Training School approved by the Board of Education, a certificate of fitness to teach the system, and who shall in addition to the other regular work of the school under his charge, give instruction in Manual Training in accordance with Regulations to be made by the Board of Education, there shall be granted in addition to the Provincial Grant provided for by the "Schools Act, 1900," the sum of fifty dollars per annum.

(c) To any Certificated Teacher who may be employed in cities, towns or other populous districts to give instruction in Manual Training to the pupils of several schools, and who gives his full time to such instruction under the direction of the local School Board, and in accordance with the Regulations of the Board of Education, there shall be granted a sum of two hundred dollars per annum.

(d) That the provisions of Section 6 of the "Schools Act, 1900" in reference to the travelling expenses of student teachers attending the Provincial Normal School, shall apply to New Brunswick teachers who shall take the course at any Manual Training School approved by the Board of Education, and who shall afterwards actually teach the system in any New Brunswick school.

Before closing my remarks on this proposed new departure, I wish to say a word or two in regard to the relation the subject of Manual Training, if adopted as part of our school course, will hold to the other subjects at present taught in the schools. If I thought its introduction would tend to lessen the attention given by either teacher or pupils to the essential subjects which the wisdom of centuries has placed at the very foundation of all sound education. I would reject it without hesitation. But it is because I am convinced that the spending of two or three hours per week of the child's school life in training his hand and eye, and his intellectual and moral character through the exercise of the hand and eye, will quicken rather than weaken his interest in his reading, writing, arithmetic and other fundamental studies, that I recommend with confidence the adoption of the system.

I have the honor to be

Your Honor's most obedient servant,

JAMES R. INCH,

Chief Superintendent of Education.

PART II.

STATISTICAL TABLES.

COUNTIES.	First Term Closed 31st December, 1900.			Second Term Closed 30th June, 1901.					Year Ending 30th June, 1901.		
	Schools	Teachers and Assistants.	Pupils in attendance at Schools	Schools.	Teachers and Assistants.	Pupils in attendance at Schools.	New Pupils in attendance this Term, at Schools in operation both Terms.	New Pupils in attendance this Term, at Schools not in operation the previous Term.	No. of Districts having Schools in operation during the Dec. Term, that were without Schools in the June Term.	No. of Districts having Schools in operation in the June Term, that were without Schools in the Dec. Term.	Total No. of different Pupils in attendance at Schools within the year.
Albert	76	78	2,217	71	74	2,281	289	113	9	5	2,624
Carleton	152	156	3,941	147	149	4,611	779	252	14	11	4,972
Charlotte	142	144	4,085	144	154	4,579	536	181	5	6	4,802
Gloucester	109	116	4,054	104	109	4,179	629	22	7	2	4,712
Kent	121	123	3,808	112	113	3,860	580	116	14	2	4,509
Kings	158	162	4,026	158	166	4,398	636	204	11	14	4,891
Madawaska	58	62	1,965	55	57	2,140	369	60	6	2	2,394
Northumberland	148	155	4,977	139	146	5,119	576	80	10	1	5,634
Queens	96	96	2,100	91	93	2,299	349	127	12	9	2,576
Restigouche	47	49	1,743	45	46	1,697	166	29	3	1	1,938
Saint John	211	236	8,839	208	239	8,7[illegible]1	483	39	6	4	9,361
Sunbury	40	41	922	40	42	1,051	150	44	3	3	1,122
Victoria	57	58	1,311	52	52	1,592	294	186	10	8	1,791
Westmorland	207	213	7,984	192	203	7,739	746	80	15	5	8,823
York	190	204	5,657	183	198	6,134	837	108	13	6	6,611
New Brunswick	1,812	1,893	57,629	1,741	1,841	60,420	7,419	1,641	138	79	66,760
Cor. Terms, 1899-1900	1,815	1,893	58,925	1,771	1,856	61,444	6,942	1,262	119	61	67,159
Increase							477	379	19	18	
Decrease	3		1,296	30	15	1,024					399

PART ONE. — The First Term closed 31st December, 1900.

COUNTIES.	No. of Pupils at School this Term.	Proportion of the population at School this Term (Census of 1891).	AGE AND SEX OF PUPILS. Number under 6 years of age.	Number between the ages of 6 and 15 years.	Number over 15 years of age.	Boys.	Girls.	Grand total days' attendance made by the Pupils enrolled.	Number daily present on an average during the time the Schools were in Session.	Number daily present on an average for the full Term.	Number daily present on an average during the time in Session per hundred enrolled.	Number daily present on an average for full Term per hundred enrolled.
Albert	2,217	1 in 4.94	7	2,120	90	1,133	1,084	121,414½	1,402	1,302	63.23	58.72
Carleton	3,941	1 in 5.71	19	3,738	184	1,904	2,037	211,381	2,419	2,228	61.38	56.53
Charlotte	4,085	1 in 5.81	9	3,874	202	2,044	2,041	225,455½	2,747	2,425	67.24	59.36
Gloucester	4,054	1 in 6.14	9	3,949	96	2,033	2,021	216,018	2,413	2,348	59.52	57.91
Kent	3,808	1 in 6.26	23	3,717	68	1,927	1,881	196,398	2,150	2,092	56.46	54.93
Kings	4,026	1 in 5.73	12	3,783	231	1,976	2,050	213,491	2,374	2,245	58.96	55.76
Madawaska	1,965	1 in 5.34	37	1,898	30	918	1,047	109,883	1,212	1,183	61.67	60.20
Northumberl'nd	4,977	1 in 5.16	9	4,810	158	2,485	2,492	283,547	3,263	3,179	65.56	63.87
Queens	2,100	1 in 5.78	15	1,947	138	1,045	1,055	106,742½	1,185	1,104	56.42	52.57
Restigouche	1,743	1 in 4.76	2	1,683	58	833	910	99,994	1,138	1,131	65.29	64.88
Saint John	8,839	1 in 5.60	2	8,480	357	4,305	4,534	569,356½	6,949	6,823	78 61	77.19
Sunbury	922	1 in 6 24	2	870	50	452	470	45,175½	519	463	56.29	50.21
Victoria	1,311	1 in 5.87	15	1,247	49	671	640	60,087½	648	601	49.42	45.84
Westmorland	7,984	1 in 5.19	28	7,600	356	3,955	4,029	451,189½	5,097	4,993	63.84	62 53
York	5,657	1 in 5.47	36	5,395	226	2,754	2,903	323,124½	3,644	3,539	64.41	62.55
New Brunswick	57,629	1 in 5.57	225	55,111	2,293	28,435	29,194	3,233,208	37,160	35,656	64.48	61.87
Cor. Term, 1899	58,925	1 in 5.45	259	56,116	2,550	29,459	29,466	3,440,002	39,052	36,586	66.27	62.08
Increase	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Decrease	1,296	1 in 247.8	34	1,005	257	1,024	272	206,794	1,892	930	1.79	.21

TABLE II. PUBLIC SCHOOLS: For the Year Ended 30th June, 1901.

Part Two.—The Second Term closed 30th June, 1901.

COUNTIES.	No. of Pupils at School this Term.	Proportion of the population at School this Term (Census of 1891).	AGE AND SEX OF PUPILS. Number under 6 years of age.	Number between the ages of 6 and 15 years.	Number over 15 years of age.	Boys.	Girls.	Grand total days' attendance made by the Pupils enrolled.	Number daily present on an average during the time the Schools were in Session.	Number daily present on an average for the full Term.	Number daily present on an average during the time in Session per hundred enrolled.	Number daily present on an average for full Term per hundred enrolled.
Albert	2,281	1 in 4.80	2	2,091	188	1,199	1,082	162,835	1,480	1,367	64.88	59.92
Carleton	4,611	1 in 4.88	19	4,181	411	2,386	2,225	300,154½	2,708	2,488	58.72	53.95
Charlotte	4,579	1 in 5.18	3	4,190	386	2,368	2,211	339,697½	3,009	2,698	65.71	58.92
Gloucester	4,179	1 in 5.95	9	4,044	126	2,148	2,031	266,688½	2,322	2,196	55.56	52.54
Kent	3,860	1 in 6.17	31	3,725	104	2,020	1,840	246,021	2,190	2,025	56.73	52.46
Kings	4,398	1 in 5.24	8	4,006	384	2,258	2,140	291,637½	2,508	2,355	57.02	53.54
Madawaska	2,140	1 in 4.91	38	2,065	37	1,066	1,074	137,766½	1,248	1,151	58.31	53.78
Northumberl'nd.	5,119	1 in 5.02	11	4,877	231	2,636	2,483	363,770	3,185	2,993	62.21	58.46
Queens	2,299	1 in 5.28	9	2,039	251	1,204	1,095	141,643½	1,272	1,143	55 32	49.71
Restigouche	1,697	1 in 4.89	4	1,614	79	846	851	114,291	998	954	58.80	56.21
Saint John	8,741	1 in 5.67	5	8,269	467	4,275	4,466	787,395	6,730	6,544	76.99	74.86
Sunbury	1,051	1 in 5.48	4	961	86	565	486	65,401	582	528	55.37	50.23
Victoria	1,592	1 in 4.83	8	1,443	141	844	748	89,067½	804	706	50.50	44.34
Westmorland	7,739	1 in 5.36	9	7,274	456	3,897	3,842	560,631½	4,882	4,694	63.08	60.65
York	6,134	1 in 5.05	27	5,706	401	3,158	2,976	421,235½	3,799	3,409	61.93	55.57
New Brunswick	60,420	1 in 5.31	187	56,485	3,748	30,870	29,550	4,288,235½	37,717	35,251	62.42	58.34
Cor. Term, 1900	61,444	1 in 5.22	312	57,007	4,125	31,550	29,894	4,288,854	37,529	35,343	61.07	57.52
Increase	.....	.....	.....	.....	.....	.....	.....	.....	188	.....	1.35	.82
Decrease	1,024	1 in 313.7	125	522	377	680	344	618½	92			

TABLE III. PUBLIC SCHOOLS: For the Year Ended 30th June, 1901.

Part One. — The First Term Closed 31st December, 1900.

NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

Counties.	Physical Exercises. 35	Oral Lessons on Morals, etc. 36	Sewing. (Optional. 37)	Knitting. (Optional. 37)	Reading—Spelling—Recitation, Etc. 38 — Grade. I	II	III	IV	V	VI	VII	VIII	Grammar and Analysis and Composition, 39 — Grade. *III	*IV	V	VI	VII	VIII	History. 40 — Grade. *IV	V	VI	VII	VIII
Albert	1891	2139	.....	.....	499	323	398	373	296	78	85	72	370	382	289	78	85	72	256	272	80	85	72
Carleton	3334	3573	30	14	865	561	652	644	704	176	120	121	588	634	697	172	120	121	499	692	175	120	112
Charlotte	3587	3919	3	25	766	592	641	742	706	171	173	154	545	732	704	171	173	153	525	702	151	173	153
Gloucester	3426	3745	38	9	1505	849	655	560	221	89	79	55	651	553	221	89	79	55	474	201	89	79	55
Kent	2928	3531	52	57	1494	736	628	476	233	70	62	52	570	439	230	65	62	65	360	228	66	62	58
Kings	3401	3793	3	.....	852	626	796	755	634	123	56	79	770	749	631	123	56	79	639	631	123	56	79
Madawaska	1495	1603	.....	.....	930	421	317	190	47	30	16	16	273	160	38	30	16	16	155	36	30	16	16
Northumberland	4579	4610	9	.....	1204	947	925	721	568	190	174	146	895	719	566	191	174	147	439	555	190	174	147
Queens	1732	2060	.....	.....	482	328	428	389	398	30	11	23	424	388	392	30	11	22	378	394	30	11	23
Restigouche	1451	1644	16	.....	494	317	314	240	198	49	50	34	223	240	200	48	50	34	215	200	48	50	34
Saint John	8279	8434	.....	.....	1716	1379	1341	1258	975	791	523	394	1320	1251	975	791	523	394	1190	976	791	523	394
Sunbury	710	823	.....	.....	239	135	142	179	145	20	6	13	129	177	138	20	6	13	167	150	23	6	13
Victoria	966	1208	6	6	411	229	223	191	149	34	20	30	209	190	145	34	20	30	173	143	34	20	30
Westmorland	6122	7001	4	31	2149	1246	1265	1168	928	327	313	300	1161	1106	868	326	317	306	843	894	317	321	306
York	4556	4996	.....	7	1380	781	940	982	806	255	160	165	865	918	810	149	158	156	724	785	222	159	156
New Brunswick	48457	53079	161	149	14986	9470	9665	8868	7008	2433	1848	1654	8993	8638	6904	2317	1850	1663	7037	6859	2369	1855	1648
Cor. Term, 1899	49580	54557	135	110	14632	10149	10020	9136	7187	2433	1881	1740	9203	8898	6977	2435	1879	1718	7227	7095	2427	1874	1693
Increase	.....	.....	26	39	354	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Decrease	1123	1478	.....	.....	.....	679	355	268	179	.....	33	86	210	260	73	118	29	55	190	236	58	19	45

*In Country Districts.

TABLE III. PART ONE.—Continued.

COUNTIES.	Form, Color and Industrial Drawing. 41 — Grade. I	II	III	IV	V	VI	VII	VIII	Print-Script and Writing. 42 — Grade. I	II	III	IV	V	VI	VII	VIII	Singing. (Theory Optional.) 43 — Grade. By Rote. I	II	III	Rote. IV	Note.	Rote. V	Note.	Rote. VI	Note.	Rote. VII	Note.	Rote. VII	Note.
Albert	490	326	398	374	294	78	76	55	493	326	398	374	294	78	85	72	248	171	213	175	....	104	....	25	....	23	....	27	....
Carleton	816	499	644	637	690	174	120	112	865	561	652	644	704	176	120	121	392	283	309	269	.	334	....	128	....	68	.	45	
Charlotte	761	590	641	749	697	171	173	153	767	592	641	742	704	171	173	154	459	417	372	464	....	436	....	104	....	33	....	5	....
Gloucester	1473	849	657	554	220	89	79	55	1501	849	655	560	221	89	79	55	962	570	458	373	...	116	....	61	....	42	....	25	....
Kent	1407	749	614	454	223	66	62	58	1452	757	624	487	230	64	64	64	616	328	264	175	....	123	14	45	....	32	6	9	....
Kings	828	631	788	750	626	123	56	79	852	626	786	755	626	120	56	79	383	271	361	289	....	271	....	96	....	9	...	33	
Madawaska	813	378	306	187	47	30	16	16	906	425	316	187	47	30	16	16	440	180	168	110	...	29	....	29	....	16	....	16	..
Northumberland	1224	930	926	719	568	190	174	146	1188	916	826	719	568	190	174	146	813	643	641	465	20	311	20	139	18	121	12	45	23
Queens	465	334	419	388	391	30	11	23	480	336	420	389	399	30	11	23	202	108	155	124	...	118	....	6	..	....	....	1	....
Restigouche	492	317	313	240	199	49	50	34	494	317	313	240	199	49	50	34	295	211	186	178	....	136	....	46	....	33		21	....
Saint John	1697	1378	1339	1269	963	791	523	394	1716	1378	1341	1258	975	791	523	394	1532	1271	1198	1138	27	876	30	735	....	470	....	341	....
Sunbury	220	136	137	172	141	20	6	13	237	129	142	178	142	20	6	13	130	74	57	82	....	55	....	....	...		....	....	....
Victoria	394	220	213	191	144	34	20	30	411	229	223	191	149	34	20	30	192	124	103	84	....	71	....	11	....	6	....	13	....
Westmorland	2006	1185	1252	1096	875	326	321	297	2126	1248	1265	1163	895	324	321	300	1142	750	732	618	....	349	....	226	....	218	....	106	....
York	1346	755	926	977	780	224	151	160	1374	772	941	969	801	249	159	161	771	450	498	493	...	429	...	172	....	50	.	74	....
New Brunswick	14438	9277	9573	8757	6858	2395	1838	1625	14862	9461	9543	8856	6960	2415	1857	1662	8577	5849	5715	5037	53	3758	64	1814	18	1121	18	761	23
Cor. Term. 1899	14012	9817	9831	8962	7058	2409	1861	1646	14549	9922	10011	9145	7121	2424	1878	1723	8262	6093	5897	5124	68	3906	40	1739	15	1181	...	917	....
Increase	426	...	....	.. ..	.....	.....	.....	.....	313	.....	.....	...	.....	.....	.....	.....	315	....	. ..	...		....	24	75	3	....	18	.	23
Decrease	.	540	258	205	200	14	23	21	.....	461	468	289	161	9	21	61	....	244	182	87	15	148	..	.	..	60	.	156	

COUNTIES.	Number—Arithmetic. 44								Algebra 46		Geography. 47					
	Grade.								Grade.		Grade.					
	I	II	III	IV	V	VI	VII	VIII	VII.	VIII	III	IV	V	VI	VII	VIII
Albert,	493	325	398	371	299	78	85	72	64	74	386	377	305	88	85	72
Carleton,	865	561	651	644	705	156	120	107	114	142	659	642	701	156	120	107
Charlotte,	764	592	618	746	706	171	173	154	270	140	642	740	705	171	173	153
Gloucester,	1,500	850	655	560	221	89	79	55	79	50	657	564	221	89	79	55
Kent,	1,464	756	619	484	231	60	58	58	32	55	624	470	228	66	62	58
Kings,	852	627	794	755	633	123	56	79	82	104	783	733	621	117	56	79
Madawaska,	881	418	316	186	47	30	16	16	10	4	356	163	48	29	16	16
Northumberland,	1,224	938	927	730	565	191	174	147	137	147	907	719	568	190	174	146
Queens,	489	328	421	394	394	30	11	23	94	31	435	385	382	41	6	17
Restigouche,	493	317	313	238	201	45	50	34	70	32	300	240	199	49	50	34
St. John,	1,714	1,372	1,339	1,260	969	791	523	394	242	377	1,354	1,257	977	791	523	394
Sunbury,	237	140	141	178	142	20	6	13	10	22	149	176	145	20	6	13
Victoria,	411	229	220	188	146	34	20	30	7	30	231	191	146	34	20	30
Westmorland,	2,139	1,261	1,251	1,164	891	325	328	301	144	296	1,272	1,154	907	330	318	314
York,	1,387	773	935	979	808	255	160	156	156	152	929	974	804	255	158	156
New Brunswick,	14,913	9,487	9,628	8,877	6,958	2,398	1,859	1,639	1,511	1,656	9,684	8,785	6,957	2,426	1,846	1,644
Cor. Term, 1899	14,543	10,167	10,006	9,129	7,143	2,443	1,866	1,706	1,476	1,760	10,026	9,058	7,168	3,179	1,874	1,700
Increase,	370	.....	.....	.....	.....	.....	.....	.....	35	.....	.....	.....	.....	.....	.....	.....
Decrease,	.....	680	378	252	185	45	7	67	.....	104	342	273	211	753	28	56

TABLE III. PART ONE.—Continued.

COUNTIES.	Hygiene and Temperance (Health Readers.) 48								Nature Lessons and Agriculture. Minerals—Plant Life—Animal Life. 49								Latin. (Optional.) 50.		French. (Optional.) 51
	Grade.								Grade.								Grade.		Grades.
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	VII	VIII	I to VIII
Albert	413	291	375	354	294	78	76	66	415	285	362	355	286	69	71	68	...	27	.....
Carleton	613	450	604	630	687	176	101	74	648	418	586	608	675	165	118	107	80	48	.....
Charlotte	686	539	628	737	711	171	173	153	687	524	619	711	638	157	150	147	30	92	
Gloucester	1278	778	654	558	221	89	79	55	1221	723	629	534	198	77	61	46	4	16	1312
Kent	1265	705	564	442	231	56	62	65	1278	698	577	440	222	63	62	6.	1	17	760
Kings	742	551	749	733	618	114	53	73	762	580	740	747	616	120	56	79	18	59	.....
Madawaska	696	386	296	153	46	30	16	16	692	314	237	146	43	29	16	16	7	4	617
Northumberland	1112	871	914	716	568	190	174	146	1146	890	916	713	568	190	174	146	50	27	106
Queens	411	303	406	387	381	30	11	20	388	295	395	373	358	27	11	23	..	10	.....
Restigouche	463	310	308	240	199	49	50	34	478	317	314	240	199	48	50	34	24	16	207
Saint John	1626	1325	1347	1251	982	791	523	394	1658	1351	1324	1248	938	775	532	374	418	360	.....
Sunbury	129	104	147	178	145	20	6	13	119	103	141	172	135	7	...	13	9	....	.....
Victoria	327	211	219	188	146	34	20	30	370	219	224	187	148	34	20	30	....	....	48
Westmorland	1750	1063	1189	1129	904	347	321	302	1662	1006	1090	1071	849	291	241	243	159	151	847
York	1081	676	868	953	812	254	144	144	992	614	807	886	761	250	164	165	52	55	.....
New Brunswick	12592	8563	9268	8649	6945	2429	1809	1585	12516	8337	8961	8431	6634	2302	1726	1550	852	882	3897
Cor. Term, 1899	12273	9115	9552	8891	7092	2420	1846	1598	12173	9058	9351	8650	6775	2278	1828	1669	807	1098	3454
Increase	319	...	...	...	...	9	...	...	343	...	...	...	...	24	...	...	45	....	443
Decrease	...	552	284	242	147	...	37	13	...	721	390	219	141	...	102	119	....	216	.....

TABLE III.—Superior, Grammar and Other Schools Having Pupils in Advance of Grade VIII.

Part One.—Continued.

Counties.	Language 52																				Mathematics. 53																		History and Geography. 54				Drawing. 55	Natural Science. 56															German. 57	
	English.				Latin.				Greek.				French.				Arithmetic.				Geometry.				Algebra.			Book-Keeping.		Trigonometry.													Physics.			Physiology & Hygiene.		Chemistry.		Botany.				Geology.			
	IX	X	XI	XII	IX	X	XI	XII	IX	X	XI	XII	X	X	XI	XII	IX	X	IX	X	XI	XII	IX	X	XI	IX	X	XI	XII	IX	X	XI	XII	IX	X	XI	XII	IX	IX	X	XI	IX	IX	X	XI	X	XI	IX	X	XI	XII	IX	X	XI	XII	XII
Albert	57	35	1		36	22	1			5	1		21	12	9		57	35	57	34	1		50	31	1	42	31	8		57	35	1		60	36	25	1	25	1	41	17	1																	
Carleton	64	25	14		33	22	14		1	1	9		21	12	9		69	25	39	26	14		69	25	14	14	18	14		56	25	14		69	47	34	14	20	14	36	18	14																	
Charlotte	67	38	38		45	29	13		4	6	13		40	26	20	...	67	48	70	48	38		67	48	38	22	11	17		67	48	38		58	44	20	14	30	20	47	27	24																	
Gloucester	28	2			10	1			3				1				28		27	4			28	2		23	3			28	2			28	3					22	2																	
Kent	21	14			14	2	1		1		1						27	9	33	3	2		21	9		40	3	2		21	3			21	21	3				12	3																	
Kings	61	13	11		46	9	9		9	2	5						66	13	68	21	11		56	22	11	16	2			67	13	11		45	46	15	11	30	11	61	13	11																	
Madawaska																			3											10																											
Northumberland	48	36	13		45	33	13			1			15	21	8		51	36	56	42	13		54	36	13	27	17			54	36	13		42	48	22	4	16	4	24	35	13																	
Queens	2	10	3		6	10	3				3				3		7	10	7	10	3		7	10	3	7	10			7	10	3		7	2	10	3	10	3	7	10	3																	
Restigouche	26	14	4		22	14	4		10	7	4		18				25	1	25	14	4		25	14	4	3				25	14	4		25	25	23		20		3	18	4																	
Saint John	240	156	65	18	208	147	65	18	22	43	14	5	215	139	65	18	241	147	233	153	65	18	240	156	65	233	149	5	18	241	156	65	18	195	137	156		79	15	159	166	17																	
Sunbury																	2		2				2			1				2				1	2			2																					
Victoria	12	5	5		2	4	4		2	2	2		1				5		12	5	8		12	5	5	9	5			12	5	5		12	12	5	5		5	12	5	5																	
Westmorland	194	77	30		128	70	35		10	2	4		112	49	30		195	85	197	79	44		189	80	47	123	44	9		194	91	37		175	129	66	60	50	38	159	91	34																	
York	100	44	29		60	29	17			12	9		14	20	15		98		59	46	20		55	52	29	36	14			91	8	29		54		47	20	2		46	42	26																	
New Brunswick	932	469	133	18	665	391	109	18	64	83	65	5	439	267	150	18	942	409	888	483	232	18	875	490	230	596	307	55	18	932	446	220	18	792	554	428	141	274	111	631	443	175																	
Cor. Term. 1899	918	433	255	17	654	369	236	17	80	87	92	8	473	264	183	16	948	491	864	448	354	17	900	469	264	509	289	41	15	936	416	254	17	732	448	436	153	307	220	836	415	220		4															
Increase	14	36		1	8	22		1						3		4			24	35		1		21		87	18	14	3		30		1	60	4						28																	
Decrease			22				37		16	4	27	3	34		33		6	82			22		25		34					4		34				28	12	33	109	205		45		4															

Table III. Part Two.—The Second Term Closed June 30th, 1901.

NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

COUNTIES.	Physical Exercises. 35	Oral Lessons on Morals, Etc. 36	(Optional) 37 Sewing.	Knitting.	Reading—Spelling—Recitation, Etc. 38 Grade. I	II	III	IV	V	VI	VII	VIII	Grammar and Analysis and Composition. 39 Grade. *III	*IV	V	VI	VII	VIII	History. 40 Grade. *IV	V	VI	VII	VIII
Albert,	1803	2093	....	....	455	299	362	398	376	102	95	90	327	390	372	102	95	90	317	353	101	95	90
Carleton,	3765	4413	5	....	1006	578	699	802	982	187	152	121	567	756	951	178	142	128	671	932	185	147	127
Charlotte,	4152	4393	27	27	791	665	708	815	872	212	174	183	619	797	870	209	174	183	569	860	208	172	180
Gloucester,	3755	3917	24	..	1404	856	675	668	304	118	63	61	668	664	302	118	63	61	559	284	117	63	61
Kent,	3052	3587	40	40	1543	644	616	551	279	79	49	60	581	511	279	79	39	58	460	273	79	39	62
Kings,	3458	4135	11	....	864	676	800	833	852	141	66	71	738	828	845	141	66	71	700	845	134	67	71
Madawaska,	1503	1705	....	....	987	413	345	243	93	17	26	28	334	226	82	17	26	28	194	83	16	26	28
Northumberland,	4615	4906	14	1	1254	892	938	807	613	196	181	145	914	807	609	196	170	120	551	595	187	181	145
Queens,	1887	2243	....	...	472	316	469	437	530	32	8	25	459	439	517	32	8	25	420	523	32	8	25
Restigouche,	1201	1382	24	18	445	278	314	250	222	53	59	35	311	250	222	53	59	35	175	222	53	59	35
Saint John,	8125	8298	25	7	1737	1368	1372	1237	945	751	503	385	1353	1244	938	749	502	385	1152	936	748	503	385
Sunbury,	804	933	6	....	264	137	190	224	173	14	5	14	188	221	170	14	5	14	217	170	14	5	14
Victoria,	1256	1420	..	....	450	249	281	266	210	34	20	27	284	261	209	34	20	27	231	189	34	20	27
Westmorland,	6228	6970	12	15	1885	1147	1226	1216	984	335	314	314	1107	1121	935	335	331	309	872	956	335	319	306
York,	4472	5260	5	5	1379	803	1054	1048	1059	250	179	162	1021	978	1010	254	177	158	766	1011	254	177	158
New Brunswick,	50106	55961	193	113	14936	9321	10049	9795	8494	2521	1894	1721	9471	9493	8311	2511	1877	1692	7854	8232	2497	1881	1714
Cor. Term, 1900,	50380	56529	105	62	14392	9658	10191	10380	8680	2592	1976	1718	9364	10098	8591	2686	1946	1711	8251	8532	2581	1905	1680
Increase,	....		88	51	544	....	....	....	....	....	....	3	107	....	..		..	...	...	..	.		34
Decrease,	223	868	..	...	....	337	142	585	186	71	82	....	.	605	280	175	69	19	397	300	84	24	...

*In Country Districts.

PART II.

STATISTICAL TABLES.

TABLE I. PUBLIC SCHOOLS: For the Year Ending June 30th, 1901. Preliminary.

Counties.	First Term Closed 31st December, 1900.			Second Term Closed 30th June, 1901.					Year Ending 30th June, 1901.		
	Schools	Teachers and Assistants	Pupils in attendance at Schools	Schools.	Teachers and Assistants.	Pupils in attendance at Schools.	New Pupils in attendance this Term, at Schools in operation both Terms.	New Pupils in attendance this Term, at Schools not in operation the previous Term.	No. of Districts having Schools in operation during the Dec. Term, that were without Schools in the June Term.	No. of Districts having Schools in operation in the June Term, that were without Schools in the Dec. Term.	Total No. of different Pupils in attendance at Schools within the year.
Albert	76	78	2,217	71	74	2,281	289	113	9	5	2,624
Carleton	152	156	3,941	147	149	4,611	779	252	14	11	4,972
Charlotte	142	144	4,085	144	154	4,579	536	181	5	6	4,802
Gloucester	109	116	4,054	104	109	4,179	629	22	7	2	4,712
Kent	121	123	3,808	112	113	3,860	580	116	14	2	4,509
Kings	158	162	4,026	158	166	4,398	636	204	11	14	4,891
Madawaska	58	62	1,965	55	57	2,140	369	60	6	2	2,394
Northumberland	148	155	4,977	139	146	5,119	576	80	10	1	5,634
Queens	96	96	2,100	91	93	2,299	349	127	12	9	2,576
Restigouche	47	49	1,743	45	46	1,697	166	29	3	1	1,938
Saint John	211	236	8,839	208	239	8,741	483	39	6	4	9,361
Sunbury	40	41	922	40	42	1,051	150	44	3	3	1,122
Victoria	57	58	1,311	52	52	1,592	294	186	10	8	1,791
Westmorland	207	213	7,984	192	203	7,739	746	80	15	5	8,823
York	190	204	5,657	183	198	6,134	837	108	13	6	6,611
New Brunswick	1,812	1,893	57,629	1,741	1,841	60,420	7,419	1,641	138	79	66,760
Cor. Terms, 1899-1900	1,815	1,893	58,925	1,771	1,856	61,444	6,942	1,262	119	61	67,159
Increase	.....	.....	.....	.....	.....	.....	477	379	19	18	.....
Decrease	3	.....	1,296	30	15	1,024	.....	.....	.....	.....	399

PART ONE. — The First Term Closed 31st December, 1900.

COUNTIES.	Grammar Sch'l Teachers.		MALES. Class.			FEMALES. Class.			TOTAL.			Trained.	Untrained.	No of Assistants.		Total number of Teachers employed this Term.
	M.	F.	I	II	III	I	II	III	Male.	Female.	Both.			Male.	Female.	
Albert,	1		10	1	3	12	39	12	15	63	78	78				78
Carleton,	1	1	13	15	3	17	92	14	32	124	156	156				156
Charlotte,	1		17	8	1	31	70	14	27	115	142	142			12	144
Gloucester,	1		4	3	33	6	22	44	41	72	113	113			3	116
Kent,	1		5	3	13	4	32	64	22	100	122	122			1	123
Kings,	2		12	12	2	26	92	15	28	133	161	161			1	162
Madawaska,			2		8		1	49	10	50	60	46	14		2	62
Northumberland,	1		9	5	4	11	95	28	19	134	153	153			2	155
Queens,	1		4	16	2	9	42	22	23	73	96	96				96
Restigouche,	1		2		1	8	26	10	4	44	48	48			1	49
Saint John,	3	2	19	7	1	97	91	7	30	197	227	227			9	236
Sunbury,			2	8	2	2	19	8	12	29	41	41				41
Victoria,	1		3	4		6	22	22	8	50	58	56	2			58
Westmorland,	4		15	30	16	43	63	41	65	147	212	212			1	213
York,	3		20	14	2	35	95	33	39	163	202	200	2		2	204
New Brunswick,	21	3	137	126	91	307	801	383	375	1494	1869	1851	18		24	1893
Cor. Term, 1899	22	2	145	122	96	300	805	375	385	1482	1867	1848	19	1	25	1893
Increase,		1		4		7		8		12	2	3				
Decrease,	1		8		5		4		10				1	1	1	

TABLE II. PUBLIC SCHOOLS: For the Year Ended 30th June, 1901.

PART TWO. The Second Term closed 30th June, 1901.

COUNTIES.	No. of Pupils at School this Term.	Proportion of the population at School this Term (Census of 1891).	AGE AND SEX OF PUPILS. Number under 6 years of age.	Number between the ages of 6 and 15 years.	Number over 15 years of age.	Boys.	Girls.	Grand total days' attendance made by the Pupils enrolled.	Number daily present on an average during the time the Schools were in Session.	Number daily present on an average for the full Term.	Number daily present on an average during the time in Session per hundred enrolled.	Number daily present on an average for full Term per hundred enrolled.
Albert	2,281	1 in 4.80	2	2,091	188	1,199	1,082	162,835	1,480	1,367	64.88	59.92
Carleton	4,611	1 in 4.88	19	4,181	411	2,386	2,225	300,154½	2,708	2,488	58.72	53.95
Charlotte	4,579	1 in 5.18	3	4,190	386	2,368	2,211	339,697½	3,009	2,698	65.71	58.92
Gloucester	4,179	1 in 5.95	9	4,044	126	2,148	2,031	266,688½	2,322	2,196	55.56	52.54
Kent	3,860	1 in 6.17	31	3,725	104	2,020	1,840	246,021	2,190	2,025	56.73	52.46
Kings	4,398	1 in 5.24	8	4,006	384	2,258	2,140	291,637½	2,508	2,355	57.02	53.54
Madawaska	2,140	1 in 4.91	38	2,065	37	1,066	1,074	137,766½	1,248	1,151	58.31	53.78
Northumberl'nd.	5,119	1 in 5.02	11	4,877	231	2,636	2,483	363,770	3,185	2,993	62.21	58.46
Queens	2,299	1 in 5.28	9	2,039	251	1,204	1,095	141,643½	1,272	1,143	55 32	49.71
Restigouche	1,697	1 in 4.89	4	1,614	79	846	851	114,291	998	954	58.80	56.21
Saint John	8,741	1 in 5.67	5	8,269	467	4,275	4,466	787,395	6,730	6,544	76.99	74.86
Sunbury	1,051	1 in 5.48	4	961	86	565	486	65,401	582	528	55.37	50.23
Victoria	1,592	1 in 4.83	8	1,443	141	844	748	89,067½	804	706	50.50	44.34
Westmorland	7,739	1 in 5.36	9	7,274	456	3,897	3,842	560,631½	4,882	4,694	63.08	60.65
York	6,134	1 in 5.05	27	5,706	401	3,158	2,976	421,235½	3,799	3,409	61.93	55.57
New Brunswick	60,420	1 in 5.31	187	56,485	3,748	30,870	29,550	4,288,235½	37,717	35,251	62.42	58.34
Cor. Term, 1900	61,444	1 in 5.22	312	57,007	4,125	31,550	29,894	4,288,854	37,529	35,343	61.07	57.52
Increase									188		1.35	.82
Decrease	1,024	1 in 313.7	125	522	377	680	344	618½		92		

TABLE III. PUBLIC SCHOOLS: For the Year Ended 30th June, 1901.

Part One. — The First Term Closed 31st December, 1900.

NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

Counties.	Physical Exercises. 35	Oral Lessons on Morals, etc. 36	Sewing. (Optional. 37)	Knitting. (Optional. 37)	Reading—Spelling—Recitation, Etc. 38 — Grade. I	II	III	IV	V	VI	VII	VIII	Grammar and Analysis and Composition, 39 — Grade. *III	*IV	V	VI	VII	VIII	History. 40 — Grade. *IV	V	VI	VII	VIII
Albert	1891	2139	.....	.....	499	323	398	373	296	78	85	72	370	382	289	78	85	72	256	272	80	85	72
Carleton	3334	3573	30	14	865	561	652	644	704	176	120	121	588	634	697	172	120	121	499	692	175	120	112
Charlotte	3587	3919	3	25	766	592	641	742	706	171	173	154	545	732	704	171	173	153	525	702	151	173	153
Gloucester	3426	3745	38	9	1505	849	655	560	221	89	79	55	651	553	221	89	79	55	474	201	89	79	55
Kent	2928	3531	52	57	1494	736	628	476	233	70	62	52	570	439	230	65	62	65	360	228	66	62	58
Kings	3401	3793	3	.....	854	626	796	755	634	123	56	79	770	749	631	123	56	79	639	631	123	56	79
Madawaska	1495	1603	.....	.....	930	421	317	190	47	30	16	16	273	160	38	30	16	16	155	36	30	16	16
Northumberland	4579	4610	9	.....	1204	947	925	721	568	190	174	146	895	719	566	191	174	147	439	555	190	174	147
Queens	1732	2060	.....	.....	482	328	428	389	398	30	11	23	424	388	392	30	11	22	378	394	30	11	23
Restigouche	1451	1644	16	.....	494	317	314	240	198	49	50	34	223	240	200	48	50	34	215	200	48	50	34
Saint John	8279	8434	.....	.....	1716	1379	1341	1258	975	791	523	394	1320	1251	975	791	523	394	1190	976	791	523	394
Sunbury	710	823	.....	.....	239	135	142	179	145	20	6	13	129	177	138	20	6	13	167	150	23	6	13
Victoria	966	1208	6	6	411	229	223	191	149	34	20	30	209	190	145	34	20	30	173	143	34	20	30
Westmorland	6122	7001	4	31	2149	1246	1265	1168	928	327	313	300	1161	1106	868	326	317	306	843	894	317	321	306
York	4556	4996	.....	7	1380	781	940	982	806	255	160	165	865	918	810	149	158	156	724	785	222	159	156
New Brunswick	48457	53079	161	149	14986	9470	9665	8868	7008	2433	1848	1654	8993	8638	6904	2317	1850	1663	7037	6859	2369	1855	1648
Cor. Term, 1899	49584	54557	135	110	14632	10149	10020	9136	7187	2433	1881	1740	9203	8898	6977	2435	1879	1718	7227	7095	2427	1874	1693
Increase	.....	.....	26	39	354	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Decrease	1123	1478	.....	.....	.....	679	355	268	179	.....	33	86	210	260	73	118	29	55	190	236	58	19	45

*In Country Districts.

COUNTIES.	No. of teachers employed in same District as during previous Term.	No. of teachers removed to a new District.	No. of new teachers this Term.	No. of teachers whose period of service is not reported.	No. of teachers not more than 3 years in the service employed this Term.	PERIOD OF SERVICE OF TEACHERS OF GR., SUP. AND 1ST CLASS. Male Teachers Gr., Sup., and 1st Class. No. first Term employed.	No. second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upwards of 7 years.	Female Teachers Gr., Sup., and 1st Class. No. first Term employed.	No. second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upwards of 7 years.
Albert	44	25	2	3	31	..	..	1	1	2	1	6	1	..	..	1	2	2	3
Carleton	77	63	8	1	63	..	..	1	3	2	1	5	..	1	2	3	5	1	5
Charlotte	95	47	2	4	48	..	..	1	1	3	2	8	..	2	5	2	2	12	11
Gloucester	67	28	9	2	37	..	..	1	..	1	..	2	.	..	..	..	2	..	1
Kent	70	37	5		44	..	..	..	1	1	..	3	..	..	..	..	1	3	2
Kings	81	73	4	7	61	..	1	2	2	3	1	5	..	1	3	1	6	4	8
Madawaska	28	17	10	1	34	.	..	..	..	2	..	..	..	..	..	..	..		..
Northumberland	103	30	6	5	48	..	1	1	..	..	2	7	..	..	2	1	..	2	4
Queens	50	40	1	2	31	..	1	..	1	1	1	2	..	..	..	..	4	1	2
Restigouche	34	10	1	..	13	..	..	.	..	..	1	2	..	..	1	1	1	1	4
St. John	180	19	1	28	19	..	1	..	..	2	2	18	..	2	5	5	10	9	68
Sunbury	25	14	1	2	16	..	..	..	1	.	..	.	..	..	..	..	1	1	1
Victoria	33	19	..	..	19	..	..	..	..	2	..	2	..	1	1	..	..	1	1
Westmorland	133	58	1	7	68	..	1	1	1	..	2	9	..	..	6	4	9	9	21
York	101	70	11	10	84	..	..	3	4	1	1	11	1	1	2	3	6	3	20
New Brunswick	1,121	550	62	78	616	..	5	11	15	20	14	79	2	8	27	21	49	49	152
Cor. Term, 900	1,130	534	100	66	636	2	10	13	16	27	21	78	3	13	24	19	53	41	151
Increase	..	16	..	12	..	.	.	..		..	..	1	..	..	3	2	..	8	1
Decrease	9	..	38	..	20	2	5	2	1	7	7	..	1	5	..	..	4	..	..

TABLE III. Part One—Continued.

COUNTIES.	Number—Arithmetic. 44								Algebra 46				Geography. 47			
	Grade.								Grade.				Grade.			
	I	II	III	IV	V	VI	VII	VIII	VII.	VIII	III	IV	V	VI	VII	VIII
Albert,	493	325	398	371	299	78	85	72	64	74	386	377	305	88	85	72
Carleton,	865	561	651	644	705	156	120	107	114	142	659	642	701	156	120	107
Charlotte,	764	592	548	746	706	171	173	154	270	140	642	740	705	171	173	153
Gloucester,	1,500	850	655	560	221	89	79	55	79	50	657	564	221	89	79	55
Kent,	1,464	756	619	484	231	60	58	58	32	55	624	470	228	66	62	58
Kings,	852	627	794	755	633	123	56	79	82	104	783	733	621	117	56	79
Madawaska,	881	418	316	186	47	30	16	16	10	4	356	163	48	29	16	16
Northumberland,	1,224	938	927	730	565	191	174	147	137	147	907	719	568	190	174	146
Queens,	489	328	421	394	394	30	11	23	94	31	435	385	382	41	6	17
Restigouche,	493	317	313	238	201	45	50	34	70	32	300	240	199	49	50	34
St. John,	1,714	1,372	1,339	1,260	969	791	523	394	242	377	1,354	1,257	977	791	523	394
Sunbury,	237	140	141	178	142	20	6	13	10	22	149	176	145	20	6	13
Victoria,	411	229	220	188	146	34	20	30	7	30	231	191	146	34	20	30
Westmorland,	2,139	1,261	1,251	1,164	891	325	328	301	144	296	1,272	1,154	907	330	318	314
York,	1,387	773	935	979	808	255	460	156	156	152	929	974	804	255	158	156
New Brunswick,	14,913	9,487	9,628	8,877	6,958	2,398	1,859	1,639	1,511	1,656	9,684	8,785	6,957	2,426	1,846	1,644
Cor. Term, 1899	14,543	10,167	10,006	9,129	7,143	2,443	1,866	1,706	1,476	1,760	10,026	9,058	7,168	3,179	1,874	1,700

COUNTIES.	THE FIRST TERM CLOSED 31ST DECEMBER, 1900							THE SECOND TERM CLOSED 30TH JUNE, 1901.							
	No. of Schools open this Term.	No. of Schools open less than 80 days.	No. in session 80 but less than 94 days.	Total in session less than 94 days.	No. in session the full term of 94 days.*	Av'rge days schools in session during the Term.	Aggregate number of days schools open during this Term.	No. of schools open this Term.	No. of schools open less than 80 teaching days.	No. in session 80 but less than 100 days.	No. in session less than 100 days.	No. in session 100 days but less than 120 days	No. in session the full Term of 120 days.**	Av'rge days schools in session during the Term.	Aggregate number of days schools open during the Term.
Albert	76	9	30	39	37	87.3	6,638	71	6	3	9	23	39	110.9	7,878½
Carleton	152	28	58	86	66	86.6	13,167½	147	14	7	21	61	65	110.3	16,224½
Charlotte	142	50	56	106	36	83.	11,795	144	20	6	26	67	51	107.6	15,496
Gloucester	100	6	37	43	66	91.5	9,981	104	7	3	10	35	59	113.5	11,811½
Kent	121	6	28	34	87	91.6	11,083½	112	13	1	14	18	80	111.0	12,454
Kings	158	15	80	95	63	88.9	14,051	158	13	2	15	66	77	112.7	17,819
Madawaska	58	1	25	26	32	91·8	5,325½	55	3	7	10	13	32	110.7	6,093½
Northumberland	148	4	93	97	51	91.6	13,560½	139	9	6	15	36	88	112.8	15,691½
Queens	96	15	52	67	29	87.6	8,412	91	13	3	16	39	36	107.9	9,822
Restigouche	47	1	14	15	32	93.5	4,397	45	2	1	3	11	31	114.8	5,168
Saint John	211	8	40	48	163	92.3	19,480	208	6	2	8	24	176	117.2	24,361
Sunbury	40	13	14	27	13	83 9	3,358	40	5	1	6	16	18	109.2	4,368
Victoria	57	8	25	33	24	87.3	4,979	52	10	1	11	13	28	105.4	5,484
Westmorland	207	10	59	69	138	92.1	19,070	192	7	6	13	53	126	115.4	22,160½
York	190	13	76	89	101	91.3	17,361½	183	26	11	37	59	87	107.7	19,726½
New Brunswick	1,812	187	687	874	938	89.7	162,659½	1,741	154	60	214	534	993	111.7	194,578½
Cor. Terms 1899-00	1,815	160	619	779	1,036	88.2	160,132	1,771	134	60	194	595	982	115.4	2[illegible]4,378
Increase	....	27	68	95	.....	1 5	2,527½	.....	20	.....	20	..	11	.....	.....
Decrease	3	.....	.....	.....	94	.....	.....	30	.....	.....	....	61	...	3.7	9,799½

* In the Second Term there were 84 teaching days in the city of Saint John and other incorporated towns. The actual number of days the schools were open in these districts is *raised* to the basis of 94 days.

** In the First Term there were 119 teaching days in St. John and 120 days in other cities and incorporated towns and in other districts. The former is *raised* to the basis of the latter for the purposes of comparison.

TABLE III.—Superior, Grammar and Other Schools Having Pupils in Advance of Grade VIII.

Part One. Continued.

Counties.	Language. 54																Mathematics. 53														History and Geography. 54				Drawing. 55	Natural Science. 56											German. 57	
	English				Latin				Greek				French				Arithmetic		Geometry				Algebra			Book-Keeping		Trigonometry								Physics	Physiology & Hygiene		Chemistry		Botany		Geology			
	IX	X	XI	XII	IX	X	XI	XII	IX	X	XI	XII	X	X	XI	XII	IX	X	IX	X	XI	XII	IX	X	XI	IX	X	XI	XII	IX	X	XI	XII	IX	IX	X	XI	X	XI	IX	X	XI	XII	XII	
Albert	57	45	1		36	22	1		3	1			21	12	9		57	15	57	44	1		50	31	1	42	31	8		57	35	1		60	36	25	1	25	1	41	17	1			1
Carleton	14	3	14		11	22	14		1	1			60	25	14		69	45	39	28	13		60	25	14	14	18	14		56	25	14		69	47	34	14	20	19	36	18	14			
Charlotte	67	48	38		45	29	33		6	13			40	26	20		67	48	70	48	38		67	48	38	22	11	17		67	48	38		58	44	20	14	30	20	47	27	24			
Gloucester	28	2			11	1			1				3				28		27	2			28	2		23	3			28	2			28	3					22	2				
Kent	21	14			1	1	1		1								27	9	33	3	2		21	9		40	3	2		21	3			18	27	3				12	3				
Kings	65	15	11		46	9	9		9	2	8						66	13	68	21	11		56	22	11	16	2			67	13	11		45	46	15	12	20	11	63	13	11			
Madawaska																			3											10															
Northumberland	58	36	15		25	33	15			3			15	21	8		55	36	56	42	13		54	36	13	27	17			54	36	13		42	48	22	4	16	4	24	35	13			
Queens	4	1	3		6	10	3							3			7	10	7	10	3		7	10	3	3	10			7	10	3		7	8	10	3	10	3	7	10	3			
Restigouche	20	4	4		22	13	4		10	7	4		18				25	3	25	14	4		25	14	4	3	1			25	14	4		25	25	23		20		3	14	4			
Saint John	230	180	65	8	218	147	65	18	22	43	14	5	215	129	65	18	241	147	233	153	65	18	240	156	65	233	149	5	18	241	156	65	18	195	137	136		79	15	139	166	17			
Sunbury																	2		2				2			1				2				1	2			2							
Victoria	12	5	5		2	4	4		2	2	2		1				5		12	5	8		12	5	5	9	5			12	5	5		12	12	5	5	5	5	12	5	5			
Westmorland	194	77	30		128	70	35		10	3	4		112	49	30		195	85	197	79	44		189	80	47	123	44	9		194	91	37		175	129	66	60	50	36	159	91	34			
York	101	44	29		60	29	17			12	9		14	20	15		98		59	46	29		55	52	29	36	14			91	8	29		54		47	29	2		46	42	29			
New Brunswick	932	369	233	18	662	391	199	18	64	83	65	5	439	267	150	18	942	409	888	483	232	18	875	490	230	596	307	35	18	932	446	220	18	792	552	428	141	274	111	631	413	175			
Con. Term. 1899	918	433	255	17	654	369	236	17	80	87	92	8	473	264	183	16	948	401	864	448	154	12	900	469	264	509	289	41	15	936	416	254	17	734	448	456	153	307	220	836	415	220		4	
Increase	14	39		1	8	22		1						3		2			24	35		1		21		87	18	14	3		30		1	60	4						28				
Decrease			22				37		16	4	27	3	34		33		6	8			22		25		34					4		31				28	12	33	109	205		45		4	

TABLE III. PART TWO.—CONTINUED

COUNTIES.	Number – Arithmetic. 44								Algebra. 46		Geography. 47					
	Grade.								Grade.		Grade.					
	I	II	III	IV	V	VI	VII	VIII	VII	VIII	III	IV	V	VI	VII	VIII
Albert,	455	299	362	398	367	91	87	78	111	83	362	395	372	102	95	88
Carleton,	986	608	695	823	956	180	143	127	257	132	683	811	961	182	143	136
Charlotte,	798	669	711	809	873	209	174	183	324	187	712	813	870	209	174	180
Gloucester,	1404	856	674	669	304	117	63	61	54	49	681	664	312	118	63	61
Kent,	1534	649	621	544	279	79	37	61	37	59	631	538	273	79	39	62
Kings,	849	673	807	833	850	140	67	71	169	89	807	835	850	138	67	71
Madawaska,	915	427	359	242	89	17	26	28	15	14	426	255	95	17	26	28
Northumberland,	1254	892	952	807	613	200	177	145	144	141	923	810	596	196	180	144
Queens	471	310	467	441	525	32	8	25	61	50	474	437	519	32	8	25
Restigouche,	445	278	314	226	204	47	59	35	59	34	318	250	222	53	59	35
Saint John,	1737	1368	1372	1235	947	749	503	383	424	328	1379	1234	948	749	503	385
Sunbury,	264	144	183	224	173	14	5	14	31	19	198	224	172	14	5	14
Victoria,	444	258	271	254	207	34	20	27	37	27	287	267	210	34	20	27
Westmorland,	1868	1153	1239	1213	963	337	298	270	437	296	1219	1158	956	332	318	307
York,	1366	802	1056	1042	1043	260	177	162	284	177	1040	1008	993	241	179	162
New Brunswick,	14790	9386	10083	9760	8393	2506	1844	1670	2444	1685	10140	9699	8349	2496	1879	1725
Cor. Term, 1900,	14287	9659	10311	10271	8691	2588	1904	1692	2371	1704	10281	10236	8591	2567	1960	1702
Increase,	503	....	.....	.....	.....	....	.....	.....	73	....	.....	.....	.....	.....	.....	23
Decrease,	....	273	228	511	298	82	60	22	.....	19	141	537	242	71	81	.....

TABLE III. Part Two.—Continued.

COUNTIES.	Hygiene and Temperance (Health Readers.) 48 — Grade.								Nature Lessons and Agriculture. Minerals—Plant Life—Animal Life. 49 — Grade.								Latin. (Optional.) 50 — Grade.		French. (Optional). 51 — Grades.
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	VII	VIII	I to VIII
Albert	404	274	362	393	369	101	95	74	399	276	342	395	363	101	94	88	....	27	.....
Carleton,	690	474	637	821	962	182	148	127	756	456	575	774	917	179	143	126	39	10	.....
Charlotte,	732	624	708	811	872	209	174	183	750	647	691	797	867	209	174	183	40	82	3
Gloucester,	1215	838	671	662	302	118	63	61	1241	776	649	648	289	118	63	61	4	18	1603
Kent,	1379	610	585	530	170	79	49	60	1341	601	585	532	279	79	49	60	6	26	102
Kings,	758	633	807	832	839	140	67	71	758	598	758	787	828	140	67	71	19	47	.....
Madawaska,	750	339	323	225	84	17	26	28	681	301	294	214	71	16	26	28	15	14	506
Northumberland,	1173	850	923	792	610	196	180	144	1196	847	922	800	606	196	180	144	45	61	302
Queens,	400	286	446	422	516	32	8	25	403	282	452	427	513	32	8	24	....	10	.....
[illegible]gouche,	392	255	294	221	200	47	59	35	338	261	292	226	199	47	59	35	22	19	139
John,	1663	1340	1372	1234	933	736	502	385	1664	1334	1366	1231	940	749	484	368	381	291	.....
[illegible]	179	114	165	218	172	14	5	14	180	114	164	203	161	...	....	14	....	8	....
[illegible]	329	228	270	256	207	34	20	27	348	246	273	250	206	34	20	27	6	9	8
[illegible]land,	1399	965	1126	1168	937	332	318	293	1465	978	1086	1150	731	332	318	296	116	99	561
[illegible]	1064	661	1012	1000	1005	254	177	154	1091	693	957	991	995	251	179	158	79	59	. . .
Brunswick	12527	8491	9701	9585	8178	2491	1891	1681	12611	8410	9406	9425	7965	2483	1864	1683	772	780	3224
Total, 1900	12166	8795	9783	10177	8498	2685	1849	1691	11963	8586	9610	9807	8353	2533	1926	1693	892	939	3818
[illegible]	361	....	....	.....	....	....	42	.....	648	....	....	....	....	....	. ..	.....	....	.....	.....
[illegible]	.....	304	82	592	320	194	....	10	....	176	204	382	388	50	62	10	120	159	594

TABLE III. PART TWO.—CONTINUED

COUNTIES.	Number – Arithmetic. 44								Algebra. 46		Geography. 47					
	Grade.								Grade.		Grade.					
	I	II	III	IV	V	VI	VII	VIII	VII	VIII	III	IV	V	VI	VII	VIII
Albert	455	299	362	398	367	91	87	78	111	83	362	395	372	102	95	88
Carleton	986	608	695	823	956	180	143	127	257	132	683	811	961	182	143	136
Charlotte	798	669	711	809	873	209	174	183	324	187	712	813	870	209	174	180
Gloucester	1404	856	674	669	304	117	63	61	54	49	681	664	312	118	63	61
Kent	1534	649	621	544	279	79	37	61	37	59	631	538	273	79	39	62
Kings	849	673	807	833	850	140	67	71	169	89	807	835	850	138	67	71
Madawaska	915	427	359	242	89	17	26	28	15	14	426	255	95	17	26	28
Northumberland	1254	892	952	807	613	200	177	145	144	141	923	810	596	196	180	144
Queens	471	310	467	441	525	32	8	25	61	50	474	437	519	32	8	25
Restigouche	445	278	314	226	204	47	59	35	59	34	318	250	222	53	59	35
Saint John	1737	1368	1372	1235	947	749	503	385	424	328	1379	1234	948	749	503	385
Sunbury	264	144	183	224	173	14	5	14	31	19	198	224	172	14	5	14
Victoria	444	258	271	254	207	34	20	27	37	27	287	267	210	34	20	27
Westmorland	1868	1153	1239	1213	963	337	298	270	437	296	1219	1158	956	332	318	307
York	1366	802	1056	1042	1043	260	177	162	284	177	1040	1008	993	241	179	162
New Brunswick	14790	9386	10083	9760	8393	2506	1844	1670	2444	1685	10140	9699	8349	2496	1879	1725
Cor. Term, 1900	14287	9659	10311	10271	8691	2588	1904	1692	2371	1704	10281	10236	8591	2567	1960	1702
Increase	503	...	...	...	...	...	...	...	73	...	...	...	...	...	...	23
Decrease	...	273	228	511	298	82	60	22	...	19	141	537	242	71	81	...

PART ONE. — The First Term Closed 31st December, 1900.

COUNTIES.	Grammar Sch'l Teachers.		MALES.			FEMALES.			TOTAL.					No of Assistants.		Total number of Teachers employed this Term.
			Class.			Class.										
	M.	F.	I	II	III	I	II	III	Male.	Female.	Both.	Trained.	Untrained.	Male.	Female.	
Albert,	1	....	10	1	3	12	39	12	15	63	78	78	....	....	....	78
Carleton,	1	1	13	15	3	17	92	14	32	124	156	156	....	....	....	156
Charlotte,	1	....	17	8	1	31	70	14	27	115	142	142	....	....	2½	144
Gloucester,	1	....	4	3	33	6	22	44	41	72	113	113	....	....	....	116
Kent,	1	....	5	3	13	4	32	64	22	100	122	122	....	....	1	123
Kings,	2	....	12	12	2	26	92	15	28	133	161	161	....	....	1	162
Madawaska	....	....	2	....	8	....	1	49	10	50	60	46	14	....	2	62
Northumberland,	1	....	9	5	4	11	95	28	19	134	153	153	....	....	2	155
Queens,	1	....	4	16	2	9	42	22	23	73	96	96	....	....	....	96
Restigouche,	1	....	2	....	1	8	26	10	4	44	48	48	....	....	1	49
Saint John,	3	2	19	7	1	97	91	7	30	197	227	227	....	....	9	236
Sunbury,	....	....	2	8	2	2	19	8	12	29	41	41	....	....	....	41
Victoria,	1	....	3	4	....	6	22	22	8	50	58	56	2	....	....	58
Westmorland,	4	....	15	30	16	43	63	41	65	147	212	212	....	....	1	213
York,	3	....	20	14	2	35	95	33	39	163	202	200	2	....	2	204
New Brunswick,	21	3	137	126	91	307	801	383	375	1494	1869	1851	18	....	24	1893
Cor. Term, 1899	22	2	145	122	96	300	805	375	385	1482	1867	1848	19	1	25	1893
Increase,	....	1	....	4	....	7	....	8	....	12	2	3	....	....	....	....
Decrease,	1	....	8	....	5	....	4	....	10	....	....	....	1	1	1	....

TABLE III.—Superior, Grammar and Other Schools Having Pupils in Advance of Grade VIII.

Part Two.—Continued.

| Counties. | Language. 52 | | | | | | | | | | | | | | | | | | | | | | | | Mathematics. 53 | | | | | | | | | | | | | | History and Geography. 54 | | | | Drawing. 55 | Natural Science. 56 | | | | | | | | | | | | | | | | | | |

PART ONE. — The First Term Closed 31st December, 1900.

COUNTIES.	Grammar Sch'l Teachers.		MALES. Class.			FEMALES. Class.			TOTAL.					No of Assistants.		Total number of Teachers employed this Term.
	M.	F.	I	II	III	I	II	III	Male.	Female.	Both.	Trained.	Untrained.	Male.	Female.	
Albert,	1		10	1	3	12	39	12	15	63	78	78				78
Carleton,	1	1	13	15	3	17	92	14	32	124	156	156				156
Charlotte,	1		17	8	1	31	70	14	27	115	142	142			2	144
Gloucester,	1		4	3	33	6	22	44	41	72	113	113			3	116
Kent,	1		5	3	13	4	32	64	22	100	122	122			1	123
Kings,	2		12	12	2	26	92	15	28	133	161	161			1	162
Madawaska,			2		8		1	49	10	50	60	46	14		2	62
Northumberland,	1		9	5	4	11	95	28	19	134	153	153			2	155
Queens,	1		4	16	2	9	42	22	23	73	96	96				96
Restigouche,	1		2		1	8	26	10	4	44	48	48			1	49
Saint John,	3	2	19	7	1	97	91	7	30	197	227	227			9	236
Sunbury,			2	8	2	2	19	8	12	29	41	41				41
Victoria,	1		3	4		6	22	22	8	50	58	56	2			58
Westmorland,	4		15	30	16	43	63	41	65	147	212	212			1	213
York,	3		20	14	2	35	95	33	39	163	202	200	2		2	204
New Brunswick,	21	3	137	126	91	307	801	383	375	1494	1869	1851	18		24	1893
Cor. Term, 1899	22	2	145	122	96	300	805	375	385	1482	1867	1848	19	1	25	1893
Increase,		1		4		7		8		12	2	3				
Decrease,	1		8		5		4		10				1	1	1	

TABLE IV. PART TWO.—SECOND TERM CLOSED 30TH JUNE, 1901.

COUNTIES.	Grammar School Teachers.		MALES. CLASS.			FEMALES. CLASS.			TOTAL.			Trained.	Untrained.	No. of Assistants.		Total number of Teachers employed this Term.
	M.	F	I	II	III	I	II	III	Male.	Female.	Both.			Male.	Female.	
Albert,	1	..	9	3	2	9	42	8	15	59	74	74	..	..	..	74
Carleton,	1	1	11	16	2	16	84	18	30	119	149	147	2	..	..	149
Charlotte,	1	..	14	10	2	34	76	11	27	121	148	148	..	1	5	154
Gloucester,	1	..	3	4	34	3	22	39	42	64	106	102	4	1	2	109
Kent,	1	..	4	4	12	7	26	58	21	91	112	112	..	..	1	113
Kings,	1	..	13	15	2	23	96	15	31	134	165	165	..	..	1	166
Madawaska,	..	..	2	..	6	..	1	47	8	48	56	44	12	..	1	57
Northumberland,	1	..	10	3	4	9	89	28	18	126	144	141	3	..	2	146
Queens,	1	..	5	17	3	7	41	19	26	67	93	90	3	..	..	93
Restigouche,	1	..	2	..	1	8	23	10	4	41	45	45	..	..	1	46
Saint John,	3	2	20	7	1	97	88	10	31	197	228	228	..	..	11	239
Sunbury,	..	..	1	6	3	3	22	7	10	32	42	42	..	..	..	42
Victoria,	1	..	3	7	..	4	20	17	11	41	52	51	1	..	..	52
Westmorland,	4	..	10	22	11	49	62	41	47	152	199	199	..	..	4	203
York,	3	..	17	8	2	36	97	35	30	168	198	193	5	..	..	198
New Brunswick,	20	3	124	122	85	305	789	363	351	1460	1811	1781	30	2	28	1841
Cor. Term, 1900,	23	2	144	112	91	308	769	381	370	1460	1830	1809	21	1	25	1856
Increase,	..	1	..	10	..	..	20	..	..	..	..	.	9	1	3	. ..
Decrease,	3	..	20	..	6	3	..	18	19	..	19	28	..	..	..	15

TABLE V. PUBLIC SCHOOLS: PERIOD OF SER...

PART ONE.—THE FIRST TERM CLOSED 31ST DEC...

COUNTIES.	No. of teachers employed in same District as during previous Term.	No. of teachers removed to a new District.	No. of new teachers this Term.	No. of teachers whose period of service is not reported.	No. of teachers not more than 3 years in the service employed this Term.	PERIOD OF SERVICE OF TEACHERS OF GR., SUP., AND 1ST CLASS.													
						MALE TEACHERS GR., SUP., AND 1ST CLASS.							FEMALE TEACHERS GR., SUP., AND 1ST CLASS.						
						No. first Term employed.	No. second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upwards of 7 years.	No. first Term employed.	No. second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upwards of 7 years.
Albert	33	35	9	1	40	1	..	1	2	1	4	2	..	..	2	1	4	3	2
Carleton	89	52	11	4	65	..	..	1	3	5	1	4	..	..	2	3	5	..	8
Charlotte	78	54	10	..	50	..	1	1	3	2	3	8	2	..	1	2	6	7	13
Gloucester	72	25	10	6	40	1	..	..	1	1	..	2	..	..	1	.	2	2	1
Kent	72	40	9	1	52	..	..	..	1	1	.	4	..	..	..	..	..	..	4
Kings	102	38	19	2	69	..	1	3	2	4	1	3	2	1	3	2	8	..	10
Madawaska	30	12	16	2	33	..	..	.	..	2	..	..	.	..	..	..	..	..	..
Northumberland	105	28	15	5	52	..	..	1	..	1	..	8	1	..	1	2	1	3	3
Queens	48	37	11	..	39	1	..	..	1	..	1	2	1	..	..	..	5	1	2
Restigouche	30	13	4	1	15	..	..	..	..	1	..	2	..	1	1	..	2	2	3
St. John	176	23	5	23	35	1	..	..	..	2	..	19	2	3	6	8	9	18	53
Sunbury	26	11	3	1	16	..	..	..	1	..	..	1	..	..	..	..	1	..	1
Victoria	39	11	7	1	26	..	..	..	..	2	..	2	1	..	1	1	..	..	3
Westmorland	139	49	18	6	85	1	..	1	1	2	6	8	.	.	3	2	12	8	18
York	99	66	24	13	88	1	1	3	1	4	1	12	..	2	2	2	5	6	18
New Brunswick	1,138	494	171	66	705	6	3	11	16	28	17	77	9	7	22	23	60	50	139
Cor. Term, 1899	1,208	404	191	64	666	10	4	9	17	25	20	82	12	6	26	23	58	47	130
	..	90	..	2	39	..	..	2	..	3	..	..	..	1	..	..	2	3	9
			20	..	..	4	1	..	1	..	3	5	3	..	4	..	..	.	..

TABLE V. Part Two—THE SECOND TERM CLOSED 30TH JUNE, 1901.

COUNTIES.	No. of teachers employed in same District as during previous Term.	No. of teachers removed to a new District.	No. of new teachers this Term.	No. of teachers whose period of service is not reported.	No. of teachers not more than 3 years in the service employed this Term.	PERIOD OF SERVICE OF TEACHERS OF GR., SUP. AND 1ST CLASS. MALE TEACHERS GR., SUP., AND 1ST CLASS. No. first Term employed.	No. second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upwards of 7 years.	FEMALE TEACHERS GR., SUP., AND 1ST CLASS. No. first Term employed.	No. second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upwards of 7 years.
Albert	44	25	2	3	31	..	..	1	1	2	1	5	1	..	..	1	2	2	3
Carleton	77	63	8	1	63	..	..	1	3	2	1	5	..	1	2	3	5	1	5
Charlotte	95	47	2	4	48	..	..	1	1	3	2	8	..	2	5	2	2	12	11
Gloucester	67	28	9	2	37	..	..	1	..	1	..	2	..	..	..	..	2	..	1
Kent	70	37	5	..	44	..	..	..	1	1	..	3	..	..	..	..	1	3	3
Kings	81	73	4	7	61	..	1	2	2	3	1	5	..	1	3	1	6	4	8
Madawaska	28	17	10	1	34	..	..	..	..	2	..	..	..	..	..	..	..	..	..
Northumberland	103	39	6	5	48	..	1	1	..	..	2	7	..	..	2	1	..	2	4
Queens	50	40	1	2	31	..	1	..	1	1	1	2	..	..	..	..	4	1	2
Restigouche	34	10	1	..	13	..	..		..	..	1	2	..	..	1	1	1	1	4
St. John	180	19	1	28	19	..	1	..	..	2	2	18	..	2	5	5	10	9	68
Sunbury	25	14	1	2	16	..	..	..	1	..	..	..	..	..	..	..	1	1	1
Victoria	33	19	..	.	19	..	..	..	..	2	..	2	..	1	1	..	..	1	1
Westmorland	133	58	1	7	68	..	1	1	1	..	2	9	..	..	6	4	9	9	21
York	101	70	11	16	84	..	..	3	4	1	1	11	1	1	2	3	6	3	20
New Brunswick	1,121	550	62	78	616	..	5	11	15	20	14	79	2	8	27	21	49	49	152
Cor. Term, 900	1,130	534	100	66	636	2	10	13	16	27	21	78	3	13	24	19	53	41	151
Increase	..	16	..	12	..		.	..	..	..	..	1	..	..	3	2	..	8	1
Decrease	9	..	38	..	20	2	5	2	1	7	7	..	1	5	..	..	4	..	..

TABLE V.—Continued. PERIOD OF SERVICE OF SECOND CLASS TEACHERS EMPLOYED DURING YEAR ENDED 30TH JUNE, 1901.

COUNTIES.	DURING THE TERM CLOSED 31ST DECEMBER, 1900.														DURING THE TERM CLOSED 30TH JUNE, 1901.													
	MALE TEACHERS, 2ND CLASS.							FEMALE TEACHERS, 2ND CLASS.							MALE TEACHERS, 2ND CLASS.							FEMALE TEACHERS, 2ND CLASS.						
	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. upwards of 7 years.	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. upwards of 7 years.	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. upwards of 7 years.	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. upwards of 7 years.
Albert								5	3	8	5	9	4	5				1		1	1		5	12	3	9	9	4
Carleton	3		4	3	1	2	12	6	1	13	16	22	19	15		2	6	2	1	2	3	2	6	12	12	8	23	21
Charlotte		1	4		2		1	5	4	8	8	13	12	20			2	3	2	2	1	1	7	11	7	14	13	23
Gloucester	1		1				1	1	1	1	3	2	4	10		1		1	1		1		2	1	1	3	5	10
Kent		1	1	1				4		7	2	6	4	9			1	2		1			3	9	1	4	1	8
Kings	1			2	3	1	3	15	1	12	9	22	13	20		1	3	1	2	2	6		13	10	10	19	23	21
Madawaska														1											1			
Northumberland	1				1		3	9		8	13	11	16	38							3	2	6	7	6	15	18	35
Queens	2			2	4	1	7	6	1	5	4	12	4	10		3			4	2	8		6	6	3	10	5	11
Restigouche								4		2	4	4	3	9									4	1	3	5	1	9
Saint John	1				1	2	3	1	1	5	5	7	1	55		1				2	4		1	2	10	9	10	56
Sunbury	1		2	1	1	2	1	1	2	2	2	5	1	6		1	2	1			2		1	3	2	7	1	8
Victoria						2	2	2	2	2	1	1	4	10		1			2	1	3		2	2	1	2	5	8
Westmorland	3	3	9	5	4	1	5	8	1	8	10	11	8	17		3	5	5	5	1	3		6	6	10	15	7	18
York	7		4	2			1	12	4	17	9	16	15	22		3	3	1			1	2	12	18	13	10	16	46
New Brunswick	20	5	28	16	17	11	29	79	21	98	91	141	124	247		16	22	17	17	14	36	7	74	100	83	130	137	258
Cor. Terms 1899																												

TABLE [illegible]

COUNTIES.	THE FIRST TERM CLOSED 31ST DECEMBER, 1900							THE SECOND TERM CLOSED 30TH JUNE, 1901.							
	No. of Schools open this Term.	No. of Schools open less than 80 days.	No. in session 80 but less than 94 days.	Total in session less than 94 days.	No. in session the full term of 94 days.*	Av'rge days schools in session during the Term.	Aggregate number of days schools open during this Term.	No. of schools open this Term.	No. of schools open less than 80 teaching days.	No. in session 80 but less than 100 days.	No. in session less than 100 days.	No. in session 100 days but less than 120 days	No. in session the full Term of 120 days.**	Av'rge days schools in session during the Term.	Aggregate number of days schools open during the Term.
Albert	76	9	30	39	37	87.3	6,638	71	6	3	9	23	39	110.9	7,878½
Carleton	152	28	58	86	66	86.6	13,16[illegible]½	147	14	7	21	61	65	110.3	16,224[illegible]
Charlotte	142	50	56	106	36	83.	11,795	144	20	6	26	67	51	107.6	15,496
Gloucester	109	6	37	43	66	91.5	9,981	104	7	3	10	35	59	113.5	11,811½
Kent	121	6	28	34	87	91.5	11,083½	112	13	1	14	18	80	111.0	12,454
Kings	158	15	80	95	63	88.9	14,051	158	13	2	15	66	77	112.7	17,819
Madawaska	58	1	25	26	32	91.8	5,325½	55	3	7	10	13	32	110.7	6,093½
Northumberland	148	4	93	97	51	91.6	13,560½	139	9	6	15	36	88	112.8	15,691½
Queens	96	15	52	67	29	87.6	8,412	91	13	3	16	39	36	107.9	9,822
Restigouche	47	1	14	15	32	93.5	4,397	45	2	1	3	11	31	114.8	5,168
Saint John	211	8	40	48	163	92.3	19,480	208	6	2	8	24	176	117.2	24,381
Sunbury	40	13	14	27	13	83.9	3,358	40	5	1	6	16	18	109.2	4,368
Victoria	57	8	25	33	24	87.3	4,979	52	10	1	11	13	28	105.4	5,484
Westmorland	207	10	59	69	138	92.1	19,070	192	7	6	13	53	126	115.4	22,160½
York	190	13	76	89	101	91.3	17,361½	183	26	11	37	59	87	107.7	19,726½
New Brunswick	1,812	187	687	874	938	89.7	162,659½	1,741	154	60	214	534	993	111.7	194,578½
Cor. Terms 1899-00	1,815	160	619	779	1,036	88.2	160,132	1,771	134	60	194	595	982	115.4	2[illegible]4,378
Increase	.....	27	68	95	.....	1.5	2,527½	.....	20	.....	20	...	11	.....	..
Decrease	3	.....	..	....	94	.....	..	30	...	.....	.....	61	.....	3.7	9,799½

* In the Second Term there were 84 teaching days in the city of Saint John and other incorporated towns. The actual number of days the schools were open in these districts is *raised* to the basis of 94 days.

** In the First Term there were 100 teaching days in St. John and 120 days in other cities and incorporated towns and in other districts. The former is *raised* to the basis of the latter for the purposes of comparison

TABLE VII. PUBLIC SCHOOLS: VISITS—PUBLIC EXAMINATIONS—PRIZES: FOR THE YEAR ENDED 30TH JUNE, 1901.

COUNTIES.	THE FIRST TERM CLOSED 31ST DECEMBER, 1900.										THE SECOND TERM CLOSED 30TH JUNE, 1901.									
	VISITS.						EXAMINATIONS.		PRIZES.		VISITS.						EXAMINATIONS.		PRIZES.	
	No. by the Trustees and Secretary.	No. by the County Inspector.	No. by members of Parliament.	No. by Clergymen.	No. by Teachers.	No. by other visitors.	No. of Schools holding public examinations during the Term.	No. of Schools not holding public examinations during the Term.	No. of prizes given to the pupils.	Value of the prizes.	No. by the Trustees and Secretary.	No. by the County Inspector.	No. by members of Parliament.	No. by Clergymen.	No. by Teachers.	No. by other visitors.	No. of Schools holding public examinations during the Term.	No. of Schools *not* holding public examinations during the Term.	No. of prizes given to the pupils.	Value of the prizes.
Albert	188	21	1	28	63	764	70	6	2	$ 1 15	161	41	.....	30	53	893	65	6	100	$36 87
Carleton	242	95	.....	40	110	1233	126	26	34	12 88	301	120	5	33	101	1626	110	37	16	39 80
Charlotte	367	65	11	62	146	1353	122	20	22	7 10	332	110	8	74	107	1579	123	21	19	11 50
Gloucester	329	46	4	35	173	1163	88	21	6	1 50	362	85	.....	41	158	1489	96	8	13	30 00
Kent	357	43	3	61	86	1220	109	12	23	9 20	436	75	1	74	93	161	101	11	35	14 48
Kings	236	89	1	49	105	1289	140	18	42	24 00	308	78	.....	50	100	1904	136	22	79	40 80
Madawaska	180	21	2	33	53	462	57	1	48	8 56	198	42	15	36	68	671	54	1	9	6 70
Northumberland	351	80	4	83	95	1715	135	13	24	12 40	415	112	4	94	132	1961	131	8	53	51 30
Queens	228	33	.....	47	70	1010	72	24	3	1 75	227	67	.....	42	54	1202	71	20	4	1 80
Restigouche	129	45	5	24	41	465	43	4	6	2 60	136	.....	2	16	26	486	41	4	6	5 80
Saint John	142	51	.....	32	38	496	205	6	4	1 20	469	116	6	181	135	2533	200	8	8	3 70
Sunbury	68	19	1	16	13	333	27	13	6	5 05	80	29	.....	15	20	401	28	12	6	13 10
Victoria	127	51	.....	3	24	291	43	14	15	6 05	158	26	.....	14	25	484	39	13	11	3 05
Westmorland	555	93	6	88	162	2304	187	20	25	11 73	626	133	3	93	128	2177	170	22	75	64 60
York	243	102	.....	56	146	1610	147	43	39	14 49	296	134	4	75	126	1734	138	45	31	12 25
New Brunswick	3742	854	38	678	1325	15,708	1571	241	209	$119 66	4505	1168	48	868	1326	20,751	1,503	238	485	$335 81
Cor. Terms, 1899-1900	4112	986	50	723	1415	16,962	1639	176	317	125 08	4798	1177	38	1005	1421	20,614	1,592	179	291	150 45
Increase	.....	.....	.....	.....	.....	.....	.....	65	.....	.....	.....	.....	10	.....	.....	137	.....	59	194	$185 36
Decrease	370	132	12	45	90	1,254	68	.....	18	$ 5 42	293	9	.....	137	95	.....	89	.....	.....	.....

TABLE VIII.—PUBLIC SCHOOLS: AVERAGE SALARIES OF TEACHERS FOR THE YEAR ENDED 30TH JUNE, 1901.

FROM THE RATES PAID IN THE TERM ENDED JUNE 30th, 1901.

COUNTIES.	COMMON SCHOOLS. Average Rate per Year to Male Teachers			COMMON SCHOOLS. Av ge Rate per Year to Female Teachers			Average Superior Schools.	Average Grammar Schools.
	1st Class.	2nd Class.	3rd Class.	1st Class.	2nd Class.	3rd Class.		
Albert,	$ 372 50	$ 284 66	$ 253 62	$ 256 66	$ 210 82	$ 160 21	$ 550 00	See Table XIII.
Carleton,	435 66	266 18	226 00	278 87	210 68	184 37	500 00	
Charlotte,	472 44	289 20	230 50	303 11	233 64	198 47	680 00	
Gloucester,	.....	287 00	222 76	229 00	219 70	177 73	583 33	
Kent,	400 00	283 00	212 83	271 16	216 28	175 63	512 50	
Kings,	361 75	254 60	201 12	253 50	201 31	172 00	500 00	
Madawaska	255 00	.....	235 00	.....	201 00	172 86	500 00	
Northumberland,	505 00	280 33	241 56	258 55	234 06	184 43	688 33	
Queens,	298 75	247 41	180 66	227 96	201 73	164 65	500 00	
Restigouche,	290 00	.....	221 00	291 88	219 76	198 37	625 00	
Saint John,	829 11	453 00	201 25	361 24	315 94	182 20	566 66	
Sunbury,	.....	256 60	194 41	235 00	205 75	173 14	500 00	
Victoria,	288 00	260 42	.....	249 25	218 73	190 48	500 00	
Westmorland,	660 00	268 90	226 09	316 38	254 05	190 34	589 28	
York,	477 07	266 37	229 50	312 11	203 11	175 50	590 00	
New Brunswick,	$ 520 10	$ 276 48	$ 221 41	$ 312 69	$ 226 78	$ 179 34	$ 576 07	.....
Average Salaries, 1900,	463 33	278 30	219 62	306 81	228 32	183 81	577 80	.....
Increase,	$ 56 77	.....	$ 1 79	$ 5 88	.....	...	.....	.....
Decrease,	.....	$ 1 82	.....	.....	$ 1 54	$ 4 47	$ 1 73	.....

TABLE IX. PUBLIC SCHOOLS: DISBURSEMENT OF THE PROVINCIAL GRANTS FOR THE YEAR ENDED OCTOBER 31ST.

COUNTIES.	For First Term ended December 31st, 1900.					For Second Term ended June 30th, 1901.					For the Year.	
	Ordinary Grants. 1	Superior Schools. 2	Grammar Schools. 3	Special to those teaching in poor Districts (included in amount in Column 1.)	Total.	Ordinary Grants. 1	Superior Schools. 2	Grammar Schools. 3	Special to those teaching in poor Districts (included in amount in Column 1.)	Total.	Total special aid to those teaching in poor Districts.	Total.
Albert	$2765 67	$252 83	$142 03	$256 02	$3160 53	$3305 59	$429 46	$206 89	$268 71	$3941 94	$524 73	$7,102 47
Carleton	5222 34	420 58	284 06	151 96	5926 98	6403 52	730 73	406 90	78 83	7541 15	230 79	13,468 13
Charlotte	4914 23	512 95	142 03	253 62	5599 21	6803 43	728 27	206 89	338 96	7738 59	592 58	13,337 80
Gloucester	3829 95	317 47	141 19	464 10	4288 61	4629 95	429 46	206 03	541 09	5265 44	1005 19	9,554 05
Kent	4029 14	419 50	142 03	473 13	4590 67	4684 85	527 53	206 89	5 7 59	5419 27	990 72	10,009 94
Kings	5681 27	512 34	277 30	318 60	6470 91	7477 46	737 67	205 17	421 02	8420 30	739 62	14,891 21
Madawaska	1703 72	108 30	.....	89 18	1812 02	1919 31	144 07	.....	117 73	2062 38	206 91	3,875 40
Northumberland	52 3 44	513 15	140 34	373 18	5868 93	6229 16	725 02	203 44	411 04	7157 62	784 22	13,024 55
Queens	3553 45	101 45	129 26	324 79	3784 16	4209 08	147 78	177 34	289 02	4534 20	614 41	8,318 36
Restigouche	1697 20	101 45	142 03	139 27	1940 68	2091 31	147 78	200 00	165 16	2439 09	304 43	4,379 77
Saint John	7930 34	307 73	558 01	122 99	8796 08	10986 95	442 11	795 29	108 00	12224 35	230 99	21,020 43
Sunbury	1451 43	108 30	.....	160 19	1559 73	1919 95	124 42	.....	218 71	2044 37	378 90	3,604 10
Victoria	2096 88	100 84	142 03	269 87	2249 25	2299 38	147 78	197 40	289 39	2644 56	559 26	4,893 81
Westmorland	7333 27	712 96	561 36	243 80	8607 59	8830 95	1025 06	827 56	198 84	10683 57	442 64	19,291 16
York	6933 40	517 48	426 09	376 75	7881 97	8104 18	573 73	620 67	357 42	9298 58	734 17	17,180 55
New Brunswick	$64,300 23	$5,007 33	$3227 76	$4017 45	$72,535 32	$79,895 07	$7080 87	$4460 47	$4322 11	$91,4[illegible]6 4[illegible]	$8339 56	$1[illegible]3,951 79
Cor. Terms 1899 and 1900	65,270 96	5112 44	3242 47	4183 24	73,625 87	82,983 81	6975 32	4639 72	4694 30	94,598 85	8877 54	168,224 72
Increase	.....	.....	.....	.....	.....	.....	$85 55	.....	.....	.....	.....	.....
Decrease	$970 73	$105 11	$14 71	$ 65 79	$1,090 55	$3,088 74	.....	$179 25	$372 [illegible]9	$3,182 44	$ 537 98	$4,272 99

TABLE X---PUBLIC SCHOOLS: APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR THE YEAR ENDED JUNE 30th, 1901.

PART ONE.---FIRST TERM ENDED DECEMBER 31ST, 1900.

Drafts issued by the Chief Superintendent, payable by the respective County Treasurers.

COUNTIES.	Grand Total days attendance of Pupils: rectified for County Fund Apportionment (Term 94 days.)	In respect of the services of qualified Teachers exclusive of Assistants for the time the Schools were in Session. (1)	Special to Poor Districts (embraced in column 1.)	In respect of the average number of Pupils in attendance, as compared with the whole average number of Pupils attending the Schools in the County and the time in operation. (2)	Special to Poor Districts (included in column 2.)	Total to the Trustees This Term. Whole amount apportioned this Term *(3)	Total special to Poor Districts, (included in column 3)	Rate per Pupil in attendance the full Term per column 3 (4) In Ordinary Districts	In Poor Districts
Albert,	131,359	$ 1,186 24	127 52	$ 316 91	$ 21 61	$ 1,503 15	$ 149 13	$ 0 22+	$ 0 30.
Carleton,	222,147	2,192 79	72 69	972 88	15 82	3,165 67	88 51	0 37+	0 49+
Charlotte,	243,434½	2,014 56	132 44	1,443 25	39 27	3,457 80	171 71	0 55+	0 73+
Gloucester,	244,531	1,832 25	241 19	1,902 30	198 10	3,734 55	439 29	0 73+	0 97+
Kent,	220,456	2,009 07	240 47	1,380 18	129 88	3,389 25	370 35	0 58+	0 78
Kings,	225,930	2,404 13	162 53	833 92	32 88	3,238 05	195 41	0 34+	0 45+
Madawaska,	114,364	883 36	48 73	663 44	26 84	1,546 80	75 57	0 54+	0 72+
Northumberland,	314,318½	2,378 68	192 97	1,410 77	66 78	3,789 45	259 75	0 42+	0 56+
Queens,	115,879½	1,490 69	157 03	302 11	24 34	1,792 80	181 37	0 24+	0 32+
Restigouche,	99,118	721 00	69 15	465 20	30 29	1,186 20	99 44	0 44+	0 59 —
Saint John,	580,898½	3,156 25	72 32	4,024 85	22 58	7,181 10	94 90	0 65+	0 86+
Sunbury,	48,946	603 88	77 77	260 42	21 41	864 30	99 18	0 50+	0 67 —
Victoria,	68,940½	925 00	131 65	230 75	24 61	1,155 75	156 26	0 31+	0 41+
Westmorland,	479,437½	3,126 10	113 06	2,555 45	41 81	5,681 55	154 87	0 50+	0 67—
York,	253,695½	2,565 60	199 48	998 49	47 34	3,564 09	246 82	0 37+	0 49+
New Brunswick,	3,363,455½	$27,489 59	$ 2,039 00	$17,760 92	$ 743 56	$ 45,250 51	$ 2,782 56	$ 0 49+	$ 0 65+

The Balance of the County Fund ($1,963.04) was paid to the School for the Blind, Halifax, and the Institution for the Deaf and Dumb, Fredericton. See Table XI

Part Two.—Second Term ended June, 1901.

Drafts issued by the Chief Superintendent payable by the respective County Treasurers.

COUNTIES.	Grand total days' attendance of Pupils; rectified for County Fund Apportionment (Term 120 days)	In respect of the services of qualified Teachers exclusive of Assistants, for the time the Schools were in Session. (1)	Special to Poor Districts (embraced in column 1)	In respect of the average number of Pupils in attendance, as compared with the whole average number of Pupils attending the Schools in the County and the time in operation. (2)	Special to Poor Districts (included in column 2)	Total to the Trustees. This Term. (3) Whole amount apportioned this Term.	Total special to Poor Districts (included in column 3)	Rate per Pupil in attendance the full Term per column 2. (4) In Ordinary Districts	In Poor Districts.
Albert,	172,985	$1,089 52	$104 15	$413 63	$24 16	$1,503 15	$128 31	$0 28 +	$0 37 +
Carleton,	300,463½	2,044 04	31 05	1,140 31	10 15	3,184 35	41 20	0 45 +	0 60 +
Charlotte,	349,680½	2,074 43	137 62	1,383 37	39 50	3,457 80	177 12	0 47 +	0 62 +
Gloucester,	292,731½	1,674 54	208 43	2,060 01	200 17	3,734 55	408 60	0 84 +	1 12 +
Kent,	270,329	1,769 84	213 11	1,619 41	145 62	3,389 25	358 73	0 71 +	0 94 +
Kings,	300,918	2,372 70	158 36	895 35	36 44	3,268 05	194 80	0 35 +	0 46 +
Madawaska,	145,403½	813 76	49 04	733 04	37 25	1,546 80	86 29	0 60 +	0 80 +
Northumberland,	375,574	2,106 23	161 35	1,713 22	78 03	3,819 45	239 38	0 54 +	0 72 +
Queens,	151,391	1,339 64	118 29	453 16	29 30	1,792 80	147 59	0 36—	0 48—
Restigouche,	133,588½	763 21	72 37	422 99	24 12	1,186 20	96 49	0 38	0 50 +
Saint John,	845,452	3,086 39	49 56	4,034 71	14 63	7,121 10	64 19	0 57 +	0 76 +
Sunbury,	66,719½	622 33	81 95	241 97	20 03	864 30	101 98	0 43 +	0 57 +
Victoria,	98,756½	792 72	107 37	363 03	35 62	1,155 75	142 99	0 44 +	0 58 +
Westmorland,	551,420	2,808 37	85 12	2,873 18	45 12	5,681 55	130 24	0 62 +	0 82 +
York,	322,367½	2,193 74	149 41	1,342 81	52 52	3,536 55	201 93	0 49 +	0 65 +
New Brunswick	4,377,780	$25,551 46	$1,727 18	$19,690 19	$792 66	$45,241 65	$2,519 84	$0 54—	$0 72—

* The balance of the County Fund ($1,972.50) was paid to the School for the Blind, Halifax, and the Institution for the Deaf and Dumb, Fredericton. See Table XI

TABLE XI. — PROVINCIAL AND COUNTY FUND GRANTS TO THE SCHOOL FOR THE BLIND, HALIFAX; AND COUNTY FUND GRANT TO THE INSTITUTION FOR THE DEAF ANE DUMB, FREDERICTON.

Year Ended 30th June, 1901.

COUNTIES.	School for the Blind, Halifax.								Institution for the Deaf and Dumb, Fredericton.					
	Term ended Dec. 31, 1900.			Term ended June 30, 1901.					Term ended Dec. 31, 1900.		Term ended June 30, 1901.			
	No. of Pupils.	Provinc'l Grant, at rate of $75 per pupil per year.	Grant from County fund at rate of $75 per pupil per year.	No. of Pupils.	Provinc'l Grant, at rate of $75 per pupil per year.	Grant from County fund at rate of $75 per pupil per year.	Total Provincial Grant for the year.	Total from County Fund for the year.	No. of Pupils.	Grant from County fund at the rate of $60 per pupil per year.	No. of Pupils.	Grant from County fund at the rate of $60 per pupil per year.	Total for the year.	Total County Fund Grants to both Institutions.
Albert	3	$112 50	$112 50	3	$112 50	$112 50	$225 00	$225 00	1	$30 00	1	$30 00	$60 00	$285 00
Carleton	2	75 00	75 00	2	75 00	75 00	150 00	150 00	5	138 68	4	120 00	258 68	408 68
Charlotte	2	75 00	75 00	2	75 00	75 00	150 00	150 00	1	30 00	1	30 00	60 00	210 00
Gloucester	....	.....	.....	....	.....	.....	.....	.....	....	.....	....	.....	.....	.....
Kent	5	187 50	187 50	5	187 50	187 50	375 00	375 00	....	.....	....	.....	.....	375 00
Kings	2	75 00	75 00	2	75 00	75 00	150 00	150 00	5	150 00	4	120 00	270 00	420 00
Madawaska	....	.....	.....	....	.....	.....	.....	.....	1	30 00	1	30 00	60 00	60 00
Northumberl'd	1	37 50	37 50	1	37 50	37 50	75 00	75 00	1	30 00	....	.....	30 00	105 00
Queens	....	.....	.....	....	.....	.....	.....	.....	1	30 00	1	30 00	60 00	60 00
Restigouche	....	.....	.....	....	.....	.....	.....	.....	2	60 00	2	60 00	120 00	120 00
Saint John	6	225 00	225 00	6	225 00	225 00	450 00	450 00	1	30 00	3	90 00	120 00	570 00
Westmorland	8	300 00	300 00	8	300 00	300 00	600 00	600 00	8	240 00	8	240 00	480 00	1080 00
York	2	75 00	75 00	2	75 00	75 00	150 00	150 00	2	32 46	2	60 00	92 46	242 46
	31	$1162 50	$1162 50	31	$1162 50	$1162 50	$2325 00	$2325 00	28	$801 14	27	$810 00	$1611 14	$3936 14

Embodied in Table IX and Foregoing Tables.

No. and Name of District.	Parish.	County.	Teachers.	Provincial Allowance.	Total for County.
Elgin Corner, No. 2,	Elgin,	Albert,	B. P. Steeves,	$ 108 30	
Hilllsboro' " 2,	Hillsboro,	"	L. J. Folkins,	36 23	
Hopewell Hill, " 2,	Hopewell,	"	A. C. M. Lawson,	108 30	$ 252 83
Hartland, " 3,	Brighton,	Carleton,	Jos. E. Howe,	108 30	
Jacksonville, " 7,	Wakefield,	"	Clinton H. Gray,	102 53	
Centreville, " 4,	Wilmot and Wicklow,	"	John Barnett, Jr,	71 26	
			Horace G. Perry,	30 19	
Benton, " 23 A,	Woodstock & Canterbury,	" and York,	Harry C. Fraser,	108 30	420 58
North Head, " 1,	Grand Manan,	Charlotte,	Peter Girdwood,	101 45	
St. George, " 1,	St. George,	"	Wm. M. Veasey,	101 45	
Moore's Mills, " 1½,	St. James & St. David,	"	H. E. Sinclair,	107 15	
St. Stephen, (Town),	St. Stephen,	"	P. G. McFarlane,	101 45	
Milltown, (Town),	"	"	J. B. Sutherland,	101 45	512 95
Bathurst Village, No. 16,	Bathurst,	Gloucester,	E. L. O'Brien,	101 45	
Petit Rocher, " 4,	Beresford,	"	J. Boudreau,	108 30	
Tracadie, " 3,	Saumarez,	"	Geo. E. Price,	107 72	317 47
Harcourt, " 5,	Harcourt,	Kent,	H. H. Bridges,	101 45	
Kingston, " 2,	Richibucto,	"	R. G. Girvan,	108 30	
Bass River, " 9,	Weldford,	"	Jas. B. Carr,	101 45	
Buctouche, " 1,	Wellington,	"	Geo. A. Coates,	108 30	419 50
Penobsquis, " 1,	Cardwell,	Kings,	G. T. Morton,	101 45	
Hampton Station, " 2,	Hampton,	"	J. W. Howe,	100 84	
Havelock Corner, " 8,	Havelock,	"	Annie L. Taylor,	107 15	
Bloomfield Station, " 2,	Norton,	"	H. A. Wheaton,	101 45	
Apohaqui, " 25,	Studholm and Sussex,	"	E. H. Crawford,	101 45	512 34

Edmundston, No. 1,	Madawaska,	Madawaska,	R. E. Sisson,	$ 108 30	108 30
Blackville, No. 6,	Blackville,	Northumberland,	J. C. Carruthers,	107 15	
Doaktown, No. 4,	Blissfield,	"	Geo. A. Wathen,	108 30	
Derby, No. 1,	Derby,	"	J. J. Clarke,	95 41	
Douglastown, No. 6,	Newcastle,	"	M. R. Benn,	101 45	
Newcastle, No. 7,	"	"	F. P. Yorston,	100 84	513 15
Chipman, No. 11,	Chipman	Queens,	H. P. Dole,	101 45	101 45
Dalhousie, No. 1,	Dalhousie,	Restigouche,	R. B. Atkinson,	101 45	101 45
Fairville, No. 2,	Lancaster,	St. John,	S. A. Worrell,	104 83	
Milford, No. 13,	"	"	W. A. Nelson,	101 45	
St. Martins, No. 2,	St. Martins,	"	Flora M. Carson,	101 45	307 73
Fredericton Junction, No. 1,	Gladstone,	Sunbury,	A. H. Barker,	108 30	108 30
Grand Falls, No. 7,	Grand Falls,	Victoria,	M. L. Hayward,	100 84	100 84
Dorchester, No. 2,	Dorchester,	Westmorland,	L. E. Rowley,	101 45	
Sackville, No. 9,	Sackville,	"	F. A. Dixon,	101 45	
Middle Sackville, No. 11,	"	"	A. J. McKnight,	101 45	
Petitcodiac, No. 1,	Salisbury,	"	J. H. Crocker,	95 41	
			R. D. Hanson,	6 04	
Salisbury, No. 24,	" Moncton and Coverdale,	" and Albert,	H. F. Alward,	48 96	
			C. H. Edgett,	55 30	
Shediac, No. 10,	Shediac,	"	B. H. Webb,	101 45	
Port Elgin, No. 1,	Westmorland and Botsford	" "	H. H. Stuart,	101 45	712 96
Keswick Ridge, No. 1,	Bright	York,	F. C. Jewett,	108 30	
McAdam Junction, No. 9,	McAdam,	"	H. F. Perkins,	101 45	
Harvey Station, No. 2,	Manners Sutton,	"	D. T. Belyea,	64 51	
			J. B. DeLong,	40 32	
Gibson, No. 2,	St. Marys,	"	M. A. Oulton,	101 45	
Marysville, No. 3,	"	"	W. T. Day,	101 45	517 48
					$5,007 33

TABLE XII. PART TWO.—TERM ENDED JUNE 30TH, 1901.

No. and Name of District	Parish.	County.	Teacher.	Provincial Allowance.	Total for County.
Elgin Corner, No. 2,	Elgin,	Albert,	B. P. Steeves,	$ 140 84	
Hillsborough, No. 2,	Hillsborough,	"	L. J. Folkins,	147 78	
Hopewell Hill, No 2,	Hopewell,	"	H. H. Stuart,	140 84	$ 429 46
Hartland, No. 3,	Brighton,	Carleton,	Jos. E. Howe,	146 55	
Florenceville, No. 4,	Simonds and Wicklow,	"	E. B. Ross,	147 78	
Jacksonville, No 7,	Wakefield,	"	C. H. Gray,	147 78	
Centreville, No. 4,	Wilmot and Wicklow,	Carleton,	John Barnett, Jr.,	147 78	
Benton, No. 23 A,	Woodstock & Canterbury,	" and York,	H. C. Fraser,	140 84	730 73
North Head, No. 1,	Grand Manan,	Charlotte,	Peter Girdwood	147 78	
St. George, No. 1,	St. George,	"	W. M. Veazey,	144 09	
Moore's Mills, No. 1[illegible],	St. James and St David,	"	H. E. Sinclair,	140 84	
St. Stephen, (Town),	St. Stephen,	"	P. G. McFarlane,	147 78	
Milltown, (Town),	"	"	J. B. Sutherland,	147 78	728 27
Bathurst Village, No. 16,	Bathurst	Gloucester,	E. L. O'Brien,	147 78	
Petit Rocher, No. 4,	Beresford,	"	Jerome Boudreau,	140 84	
Tracadie, No. 3,	Saumarez,	"	Geo. L. Price,	140 84	429 56
Harcourt, No. 5,	Harcourt,	Kent,	Miriam Kyle,	91 13	
Rexton, No. 2,	Richibucto,	"	R. G. Girvan,	147 78	
Bass River, No. 9,	Weldford,	"	J. B. Carr,	147 78	
Buctouche, No. 1,	Wellington,	"	G. A. Coates,	140 84	527 53
Penobsquis, No. 1,	Cardwell,	Kings,	G. T. Morton,	147 78	
Hampton Station, No. 2,	Hampton,	"	Rex R. Cormier,	147 78	
Havelock Corner, No. 8,	Havelock,	"	R. W. McKenzie,	147 78	
Bloomfield Station, No 2,	Norton,	"	H. A. Wheaton,	147 78	
Apohaqui, No. 25,	Studholm and Sussex,	"	E. H. Crawford,	146 55	737 07
Edmundston, No. 1,	Madawaska,	Madawaska,	R. E. Sisson,	$ 144 07	144 07
Blackville, No. 6,	Blackville,	Northumberland	J. C. Carruthers,	140 84	
Doaktown, No. 4,	Blissfield,	"	G. A. Wathen,	140 84	
Derby, No. 1,	Derby,	"	R. A. Crocker,	[illegible]	

Douglastown, No. 6, ..	Newcastle,	"	M. R. Benn,	147 70	
Newcastle, No. 7, (Town),	"	"	F. P. Yorston, / G. K. McNaughton,	24 63 / 123 15	725 02
Chipman, No. 11,	Chipman	Queens,	H. P. Dole,	147 78	147 78
Dalhousie, No. 1,	Dalhousie,	Restigouche,	R. B. Masterton,	147 78	147 78
Fairville, No. 2,	Lancaster,	St. John,	S. A. Worrell,	146 55	
Milford, No. 13,	"	"	W. A. Nelson,	147 78	
St. Martins, No. 2,	St. Martins,	"	W. L. McDiarmid,	147 78	442 11
Fredericton Junction, No. 1,	Gladstone,	Sunbury,	A. H. Barker,	124 42	124 42
Grand Falls, No. 7,	Grand Falls,	Victoria,	M. L. Hayward,	147 78	147 78
Dorchester No 2,	Dorchestér,	Westmorland	L. E. Rowley,	146 55	
Sackville, No. 9,	Sackville,	"	F. A. Dixon,	147 78	
Middle Sackville, No. 11,	"	"	A. J. McKnight,	147 78	
Petitcodiac, No. 1,	Salisbury,	"	J. H. Crocker,	146 55	
Salisbury, No. 24,	" and Moncton and Coverdale,	" and Albert	A. C. M. Lawson,	140 84	
Shediac, No. 10,	Shediac,	"	B. H. Webb,	147 78	
Port Elgin, No. 1,	Westmorland and Botsford	"	B. R. Field,	147 78	1,025 06
Keswick Ridge, No. 1,	Bright,	York,	F. C. Jewett, / Annie L. Taylor	28 17 / 110 33	
McAdam Junction, No. 9,	McAdam,	"	H. F. Perkins,	139 67	
Gibson, No. 2	St. Marys,	"	J. B. DeLong,	147 78	
Marysville, No. 3,	"	"	W. T. Day,	147 78	573 73
					$7,060 87

TABLE XIII. GRAMMAR SCHOOLS: The Year Ended June 30th, 1901.

(Included in Previous Tables.)

PART ONE.—The Term Closed December 31st, 1900.

Locality. Counties	Locality. Towns.	Names of Principals and other Teachers receiving Grammar School Grants.	Above Grade VIII. No. of Departments.	No. of Teachers and Assistants.	Pupils. Grade IX.	Grade X.	Grade XI.	Grade XII.	Total No.	Legally authorized days Department was open.	Provincial Grant, etc.—Salaries of the Teachers. Provincial aid for the Term.	Salary from Trustees per year.	Rate of Salary for year.
Albert	Alma	T. E. Colpitts, A. B.	1	1	7	9	2	1	18	84	$142 03	$450 00	$700 00
Carleton	Woodstock	G. H. Harrison, A. B. Julia Neales	2	2	27	18	14		59	84	142 03	650 00	1000 00
Charlotte	St. Andrews	J. A. Allen, A. B.	1	1	13	7	10		30	84	142 03	450 00	700 00
Gloucester	Bathurst	G. K. McNaughton, A. B.	1	1	20	2			22	83½	141 19	350 00	700 00
Kent	Richibucto	C. H. Cowperthwaite, A. B.	1	1	9	3			12	84	142 03	350 00	700 00
Kings	Sussex	G. C. Crawford G. J. McAdam D. W. Hamilton	2	3	21	11	11		43	58	98 07	350 00	700 00
Northumberland	Chatham	Philip Cox, Ph. D.	2	2	21	19	9		49	84	40 58	350 00	700 00
Queens	Gagetown	D. L. Mitchell, A. B.	1	1	2	10	3		15	91½	140 34	750 00	1000 00
Restigouche	Campbellton	E. W. Lewis, A. B.	1	1	22	13	4		39	84	129 26	300 00	600 00
St. John	St. John	H. S. Bridges, Ph. D. W. J. S. Myles, A. M. H. S. Bridges, Ph. D. Maude M. Narraway, A. B. Elizabeth McNaughton T. E. Powers, A. B.	11	12	196	116	60	18	390	84 84 11 84 53 84	142 03 142 72 52 67 142 72 77 18 142 72	1000 00 850 00 .. 550 00 300 00 400 00	2000 00 1400 00 .. 900 00 600 00 750 00
Victoria	Andover	A. H. Shea, A. B.	1	1	7	5	8		20	84	142 03	350 00	700 00
Westmorland	Moncton	G. J. Oulton, A. M. C. H. Acheson L. R. Hetherington, A. M. Jas. Mills, A. B.	4	5	97	42	34		173	84 84 84 82 82	142 03 142 03 142 03 138 65 138 65	850 00 500 00 450 00 350 00	1000 00 850 00 800 00 700 00
York	Fredericton	B. C. Foster, A. M. H. H. Hagerman, A. M. A. S. McFarlane, A. M.	4	4	75	44	29		146	84 84 84	142 03 142 03 142 03	850 00 650 00 500 00	1000 00 1000 00 850 00
New Brunswick			[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]

TABLE XIII. Part Two.—GRAMMAR SCHOOLS: The Term Ended June 30th, 1901.

(Included in Previous Tables.)

Locality. Counties.	Locality. Towns.	Names of Principals and other Teachers receiving Grammar School Grants.	Above Grade VIII. No. of Departments.	No. of Teachers and Assistants.	Pupils. Grade IX.	Grade X.	Grade XI.	Grade XII.	Total No.	Legally authorized days Department was open.	Provincial Grant, &c.—Salaries of the Teachers. Provincial aid for the Term.	Salary from Trustees per year.	Rate of Salary for year.
Albert	Alma	T. E. Colpitts, A. B.	1	1	4	7	7		18	120	$206 89	$350 00	$700 00
Carleton	Woodstock	G. H. Harrison, A. B.	2	2	29	19	13		61	117½	202 59	650 00	1000 00
		Julia Neales								118½	204 31	350 90	700 00
Charlotte	St. Andrews	A. Allen, A. B.	1	1	11	8	9		28	120	206 89	450 00	800 00
Gloucester	Bathurst	H. J. Perry	1	1	17	2			19	119½	206 03	350 00	700 00
Kent	Richibucto	C. H. Cowperthwaite, A. B.	1	1	7	3			10	120	206 89	350 00	700 00
Kings	Sussex	G. C. Crawford, A.B.	2	2	17	12	10		39	119	205 17	400 00	750 00
Northumberland	Chatham	Philip Cox, Ph. D.	2	2	18	14	11		43	118	203 44	750 00	1100 00
Queens	Gagetown	D. L. Mitchell, A. B.	1	1	5	8	8		14	120	177 34	300 00	600 00
Restigouche	Campbellton	E. W. Lewis, A. B.	1	1	15	17	4		36	116	200 00	650 00	1000 00
St. John	St. John	H. S. Bridges, Ph. D.	11	13	181	108	57	18	364	119	....	2000 00	2000 00
		W. J. S. Myles, A. M.								119	206 19	850 00	1200 00
		M. Maude Narraway, A. B.								119	206 19	550 00	900 00
		Thos. E. Powers, A. B.								119	206 19	600 00	950 00
		Elizabeth McNaughton								119	176 71	300 00	600 00
Victoria	Andover	A. H. Shea, A. B.	1	1	12	6	4		22	114½	197 40	350 00	700 00
Westmorland	Moncton	G. J. Oulton, A. M.	4	4	82	40	34		154	120	206 89	850 00	1200 00
		C. H. Acheson								120	206 89	650 00	1000 00
		L. R. Hetherington, A. M.								120	206 89	550 00	900 00
		D. McLean								120	206 89	450 00	800 00
York	Fredericton	B. C. Foster, A. M.	4	4	73	40	28		141	120	206 89	850 00	1200 00
		H. H. Hagerman, A. M.								120	206 89	650 00	1000 00
		A. S. McFarlane, A. M.								120	206 89	500 00	850 00
New Brunswick			32	34	469	284	178	18	949		$4460 47	$13,750 00	$21,350 00
Cor. Term, 1900			31	35	463	287	186	10	946		4639 72	14,475 00	22 825 00
Increase			1		6			8	3				
Decrease				1		3	8				$179 25	$725 00	$1475 00

TABLE XIV.—PROVINCIAL NORMAL SCHOOL: FOR SESSION ENDED JUNE, 1901.

	NORMAL DEPARTMENT.									FRENCH DEPT.			MODEL DEPT.			PROVINCIAL GRANTS TO OCT. 31, 1900.	
	STUDENTS ATTENDANCE.									PUPILS.							
	No. of Pupils.	Late through sickness, etc.	Failed to Classify.	Eligible for Examination.	Males.	Females.	Male.	Female.	Total.	Boys.	Girls.	Total.	ON ACCOUNT OF SALARIES.	AMOUNT.
Term ended Dec., 1900	..	..	..	..	..	..	..	..	..	81	114	195	Eldon Mullin, M. A.	$1,400 00
													H. C. Creed, M. A.	1,200 00
First Term ended Dec., 1900	43	1	..	42	5	19	7	11	42	..	..	..	John Brittain	1,100 00
													G. A. Inch, B. A.	1,100 00
Session ended June, 1901	136	1	..	135	24	111	..	..	135	..	..	..	Alphée Belliveau	1,100 00
													M. Alice Clark	800 00
Second Term ended May, 1901	9	..	..	19	..	..	5	14	19	..	..	..	Ed. Cadwallader, B. A.	250 00
													Amos O'Blenes	*165 00
Term ended June, 1901		..	..	..	..	..	..	..	..	61	111	192	Mary E. Phillips	*150 00
													M. Annie Harvey	*183 76
													Clara A. Bridges	*183 76
New Brunswick	198	2	..	196	29	130	12	25	196	..	..	..	Total	$7,632 52
Cor. Session last year	258	2	..	256	46	158	9	43	256	..	..	..		
Increase	..	..	..	..	..	..	3	..	..	..	..	..		
					..	[illegible]		18	[illegible]					

*These amounts are paid by the [illegible]

TABLE XV.—PUBLIC SCHOOLS: Closing Examinations for License; Year Ending June, 1901.

Terms and Stations	No. of candidates admitted to the written examination and grounds of admission: As classified Student-Teachers of the Provincial Normal School	As holding License from the Board of Education	As Graduates in Arts	As having undergone training at a Normal School not in N. B	As eligible for Examination	Total No. admitted	Grammar School Class: No. examined for this Class	No. that obtained this Class	No. obtained 1st Class	No. obtained 2nd Class	MALE. I Class: No. examined for this Class	No. obtained 1st Class	No. obtained 2nd Class	No. that failed to obtain any Class	II Class: No. examined for this Class	No. obtained 1st Class	No. obtained 2nd Class	No. that failed to obtain any Class	III Class: No. examined for this Class	No. obtained 3rd Class	No. that failed to obtain any Class	FEMALE. I Class: No. examined for this Class	No. obtained 1st Class	No. obtained 2nd Class	No. that failed to obtain any Class	II Class: No. examined for this Class	No. obtained 1st Class	No. obtained 2nd Class	No. that failed to obtain any Class	III Class: No. examined for this Class	No. obtained 3rd Class	No. that failed to obtain any Class	SUMMARY. Males: No. obtained Grammar Sch. Class	No. obtained 1st Class	No. obtained 2nd Class	No. that failed to obtain any Class	Females: No. obtained Grammar Sch. Class	No. obtained 1st Class	No. obtained 2nd Class	No. that failed to obtain any Class	Tl. Licensed: Total No. Licensed
December, 1900.																																											
Acadian Teachers	18				2	20													7	6	1										13	11	2			6	4				11	2	17
III Class temporary	24					24													5	5											19	19				5					19		24
May, 1901.																																											
Acadian Teachers	19				1	20													5	4	1										15	11	4			4	2				11	4	15
June, 1901.																																											
Fredericton	115	21	7			103	8	5	3		15	6	5	4	16	14	2						29	23	6			95	85	10				5	9	19	6		23	91	10		163
St. John	1	17	2			19	1	1			7	4	1	1	1	1							6	4	2			2		2				1	4	2	1	2	2	4	2	2		18
Chatham																																											
New Brunswick	196	38	9		3	246	11	8	3		22	10	6	5	17	15	2		17	15	2		35	27	8			95	85	12		47	41	6	6	13	21	22	3	27	93	33	6	237
Year ending June, 1900	255	54	6		8	323	10	8	2		20	7	3	7	31	29	2		20	20			44	22	18	2		116	102	14		84	66	18	7	9	32	29	3	22	120	82	18	302
Increase			1				1		1		2	3	3			1								5											4				1	5				
Decrease	59	16			5	77								2	14	14			3	5			7		10	2		19	17	2		37	25	14	1		11	7				27	69	12	65

Of the above, 1 male and 1 female are entitled to Class I., when passed in Reading; 1 female, Class I., when passed in Spelling; 2 females, Class II., when passed in Reading; 1 female, Class II., when the Preliminary Examination is passed. In addition to the above, 6 Candidates at the Fredericton and 4 at the St. John Station, wrote a partial examination for Grammar School Class. Also, 5 Candidates at the Fredericton and 4 at the St. John Station, received Superior, in addition to First Class.

SUE OF SCHOOL LICENSES, AWARDED UPON EXAMINATION IN DECEMBER 1900 AND MAY AND JUNE 1901.

The number of applicants for each Class will be seen from the preceding le. The following list contains the names of successful candidates only.

DECEMBER, 1900.

Third Class.—Geo. Ed. Charlton, Chas. N. Gregg, Grant Hawkins, Willey nest Leonard, Lorenzo N. Wadlin, Zena Etta Akerley, Annie G. Campbell, a B. Culligan, Minnie A. Drost, Bertie E. Faulkner, Maggie T. Flanagan, sie R. Gilliland, Mabel Edna Grass, Essie B. Henderson, Sadie B. Hogan, gusta G. Kelly, Mary J. Kelly, Johannah Elizabeth Maddox, Florence Towers hood, Beatrice E. Mitchell, Georgia M. Mitchell, Mary C. Morrisey, Minnie Tingley, Ella M. Tompkins, Francois O. Allard, J. Philippe DeGrace, Theo- e John DeLaGarde, Elzear Noel, Richard Parise, Jean O. L. Roy, Mary E. nchard, Agnes N. Hachey, Agnes Hebert, Lizzie A. Martin, Beatrice A. lanson, Modeste Michaud, M. Lucie Richard, Clemence Robichaud, Hélène pointe, Beatrice Michaud, Suzanne M. Richard.

MAY, 1901.

Third Class.—Joyime W. Cormier, Leonide F. Maillet, Joseph J. Mercure, . Ed. Robichaud, Marie A. Albert, M. Catherine Babineau, Beatrice Cyr, nne P. Doucet, M. A. Lucie LeGresley, M. Catherine P. Losier, Josephine Maillet, Marie E. Michaud, Mary A. J. Savoie, Catherine B. Theriault, rie LeBlanc.

JUNE 1901.

Grammar School.—Maurice D. Coll, Jean F. Doucet, Amos O'Blenes, ank N. Patterson, Perry B. Perkins, Joseph E. Howe, Mary E. Knowlton, sie I. Lawson.

First. Class—C. Jack Mersereau, Baxter B. Barnes, Angus M. Dewar, el E. McClintock, Edward S. McQuaid, Wilford A. Rideout, Brougham F. nston, George Leonard McCain, Miles F. McCutcheon, Omer L. Northrup, adys A. Adams, Edna G. Alexander, Harriet L. Irvin, Mary A. Knight, Lena

Maggie Miller, Mary McAuley McInerney, Mabel E. McLeod, Annie L. Pinder, Isabella Reed, Nettie Beairsto, Georgina G. L. Dickson, Alice McKenzie, Mabel McKinney, Lena B. McLeod, Susanna Lamb, Emily S. Crisp, Sadie J. Estey, Helen E. Mullin, Edna L. Golding, Etta Anna M. Cormick, Bertie B. Steeves. Elizabeth F. Hayes, Jennie N. Munro, LottieL. Weldon, Helena Estabrooks.

Second Class.—Gustave A. Colpitts, *J. Garfield Perry, Geo. Percy Smith, Percy S. Bailey, Willard Brewing, Hugh Allan Carr, Abram Cronkhite, George W. Christie, Walter M. Donahoe, Arthur E. Floyd, H. Murray Lambert, John Law, Jos. Arthur Salter, Ernest W. Sheils, Geo. N. Somers, Will Whitney, Everette S. DeBow, Malcolm J. Hunter, Estella M. Alward, Jennie Parker Alward, Elizabeth C. Anderson, Patience A. Ballentine, Grace Coughlan, Catherine F. Mair, Ada Bonner, †Florence L. Alexander, Grace G. Hamm, *Lavina A. McTaggart, Mabelle B. McKee, Maude W. Bradbury, Annabell Brennan, Mabel K. Burchill, Clara O. Burt, Sarah A. Cameron, Susie E. Carruthers, Mamie F. Cassidy, Cecilia Craig, Pearl Currier, Mary McN. DesBrisay, Blanche W. Dixon, Ivy May Dow, Annie J. Finnigan, Katie J. Fleming, Ada F. Ganong, Elizabeth I. Gleeson, Laura M. Good, Emma E. Goodall, Lottie M. Gregg, Effie M. Hayward, Cecile B. Hewitt, Sadie E. Inch, Eliza A. Ingraham, Eva S. Jacques, Hattie M. Jamieson, Ethel H. Jarvis, Lena M. Kearney, Ida J. Kierstead, Martha J. Lackie, Marguerite G. J. Legere, Maggie R. Loane, Annie M. Loggie, Albina C. London, Ada E. Lutz, Mary A. J. Mahoney, Georgie A. Manzer, Keziah C. Maxwell, Ada A. P. Miller, Annie G. Mitton, Minnie I. Mott, Annie L. Murphy, Ella M. McAdam, Annie G. McAnulty, Georgia H. McCready, Lizzie B. McElwee, Isabella J. McKenzie, Katherine E. McLean, Jessie E. McLean, Parthenia J. O'Leary, Ettawanda A. Palmer, Bessie R. Porter, Louise B. G. Prescott, Florence M. Roberts, Catherine C. Robinson, Mabel G. Schriver, Cora A. Sherwood, Agnes I. Smith, Lulu P. Smith, Winnifred E. Thompson, Bertha L. Tozer, Luella A. True, Victoria R. Turner, Mary N. Turvey, Linda M. Ultican, Annie E. Vallis, Edith B. Wallace, Catherine S. Watling, Frances P. West, Ada I. Wright, Bessie M. Wright, Hariette W. Bolt, Annie M. Briggs, Bertha J. Crealock, Frances N. DeCourcey, Jennie R. Smith, Annie E. Wilson, Maude H. Gerrish, Lisbeth D. Mann.

* First when passed in Reading.

† First when passed in Spelling.

Third Class—Willie B. Dewar. Robert A. Fleming, Annie B. Gallagher, Eliza B. Kelly, Josephine M. Welch, Janie S. R. Cameron, Myrtle A. Keith, Nellie J. Musgrove, Jennie M. Hovey, Lida C. Jewitt, Hulda E. Miller, **Mary E. Barron, †Annie M. Grant, **Maggie N. M. O'Leary, Leila C. Kennedy, Susan V. Price, Clara M. Irving.

Superior Class.—C. Jack Mersereau, Hanson C. B. Allen, Helen E. Mullin, Edna L. Golding, Helena Estabrooks, Eva Keagin, Etta Anna M Cormick, Bertie Chase.

Passed for Superior Class at the Departmental Examinations held in July, 1901.—Fred. S. James, Charles D. Richards, Alfred H. Schriver, Clarence Sansom, Chas. J. Callaghan, Matthew G. Duffy, B. Hayes Dougan, Baxter Barnes, Angus M. Dewar, Clive M. McCann, Alonzo B. Boyer, Arthur P. Davis, Ruel E. McClintock, Brougham F. Johnston, Alice M. Carleton. Isabella Reed, Ethel I. Emery, Phebe W. Robertson, Clara R. Fullerton, Emily S. Crisp, M. May Howe, Florence M. Foster.

** Second when passed in Reading. † Second when the Preliminary Examination is passed

TABLE XVI.—PUBLIC SCHOOLS: LIBRARIES.

BONUSES PAID TO DISTRICT SCHOOL LIBRARIES DURING THE YEAR ENDED OCTOBER 31ST, 1901.

Locality.			Dates of Payment.	Value.			Number of Volumes.
County.	Parish.	District.		Local.	Provincial.	Total.	
Albert	Harvey	No. 3	July 12, 1901	$ 15 65	$ 7 82	$ 23 47	38
Carleton	Wicklow	" 2	June 12, 1901	9 51	4 76	14 27	115
"	"	" 2	July 23, 1901	3 10	1 55	4 65	41
"	Wilmot and Wicklow	" 16	Dec. 18, 1900	8 00	4 00	12 00	21
Charlotte	St. Andrews	" 1	April 22, 1901	26 13	13 06	39 19	83
"	St. George	" 1	Dec. 20, 1900	12 36	6 17	18 53	34
"	St. James	" 14	Dec. 31, 1900	4 74	2 37	7 11	38
Kent	Richibucto	" 2	Nov. 1, 1900	12 21	6 10	18 31	59
Kings	Havelock	" 1	May 13, 1901	2 48	1 24	3 72	17
"	Norton	" 2	Nov. 22, 1900	5 35	2 67	8 02	22
"	Rothesay	" 5	Mar. 21, 1901	8 00	4 00	12 00	16
"	Studholm	" 12	June 19, 1901	3 02	1 50	4 52	12
"	Studholm and Sussex	" 25	June 12, 1901	7 42	3 71	11 13	27
"	Upham	" 6	Dec. 12, 1900	1 27	64	1 91	4
Queens	Chipman	" 11	Mar. 13, 1901	2 39	1 19	3 58	7
"	Gagetown	" 6	June 5, 1901	15 50	7 75	23 25	47
Victoria	Gordon	" 8	Feb. 16, 1901	3 94	1 97	5 91	22
Westmorland	Dorchester	" 8	Dec. 12, 1900	22 00	11 00	33 00	80
York	Canterbury & Woodstock	" 23 A	Jan. 15, 1901	28 73	14 37	43 10	111
"	McAdam	" 9	Dec. 12, 1900	15 98	7 99	23 97	48
"	Queensbury	" 7	April 11, 1901	10 00	5 00	15 00	52
"	Stanley	" 3	May 10, 1901	20 07	10 04	30 11	*
				$237 85	$118 90	$356 75	891

* No not Given.

TABLE XVII.—PUBLIC SCHOOLS.

AVELLING EXPENSES PAID TO STUDENT-TEACHERS ATTENDING THE NORMAL SCHOOL DURING THE TERM ENDED JUNE AND MAY, 1900.

(PAID IN 1901.)

(Allowance of Mileage, 3 cents a mile.)

No.	NAME.	COUNTY.	AMOUNT.
1	Callaghan, Chas. J.	Charlotte,	$ 6 84
2	Kirkpatrick, Maurice	Queens,	2 10
3	Wallace, Martin J.	Northumberland,	7 02
4	Sansom, Clarence	York,	0 96
5	Hunter, Jas. M.	Sunbury,	1 02
6	Bartlett, Eunice D.	Charlotte,	5 64
7	Cormack, Etta A. M.	Westmorland,	9 36
8	Emery, Ethel I.	St. John,	4 02
9	Flanders, Gertrude E.	Victoria,	7 80
10	Foster, Florence M.	Albert,	9 90
10½	Howe, Maggie M. W.	Kings,	6 72
11	Keagin, M. Eva	St. John,	4 02
12	McKenzie, Cora E.	Charlotte,	5 70
13	Prichard, Frances P.	Kings,	5 34
14	Taylor, Hazel M.	Westmorland,	9 36
15	Steeves, Bertie B.	Albert,	9 00
16	Floyd, Hannah H.	St. John,	5 40
17	Harmon, Myrtle A.	Carleton,	3 78
18	Hibbard, Elinor C.	Charlotte,	6 30
19	Munroe, Jennie N.	St. John,	4 02
20	Colwell, Burtis L.	Queens,	4 08
21	Crawford, W. Millen	Carleton,	4 50
22	Currier, Walter E.	Queens,	1 44
23	DeGrace, J. Edward	Gloucester,	13 50
24	Duncan, Gustave E.	Restigouche,	13 26
25	Eastman, Arthur E.	Westmorland,	8 04
26	Fraser, Norman S.	York,	1 44
27	Grant, Geo. A.	York,	2 70
28	Henry, John A.	Westmorland,	8 58
29	Hill, John W.	Kings,	5 34
30	Keating, John C.	Westmorland,	9 00
31	Keirstead, Norman McL.	Kings,	6 72
32	Keogh, John P.	Northumberland,	5 28
33	Manuel, Murray H .	York,	2 28

TABLE XVII.—CONTINUED.

No.	Name.	County.	Amount.
34	Maxon, Geo. H.	York,	$ 2 70
35	McCutcheon Hartley W.	Sunbury.	1 92
36	Perry, Jas. G.	Carleton,	5 34
37	Reid, Perley B.	Carleton,	4 86
38	Robinson Arthur S.	Westmorland,	13 08
39	Squiers, Fred C.	Carleton,	4 86
40	Stephenson, Arthur F.	Sunbury,	90
41	Wright, Carey P.	Victoria,	6 06
42	Bannister, John A.	Westmorland,	8 34
43	Murphy, Francis P.	Westmorland,	13 20
44	Charters, Lewis F.	Sunbury,	[illegible]
45	Mitton, Moses W.	Westmorland,	8 58
46	Anderson, Constance H.	Northumberland,	7 02
47	Annett, Eva H.	Carleton,	4 80
48	Barton, O. Bernice	Queens,	3 90
49	Barton, Hulda	Queens,	3 90
50	Bell, Annie I.	Northumberland,	6 84
51	Brown, Mary M.	Kings,	3 36
52	Campbell, Mary I.	Carleton,	4 20
53	Carvell, Bessie W.	Carleton,	4 80
54	Cassidy, Clara J.	Northumberland,	7 02
55	Colpitts, Celia M.	Albert,	9 00
56	Colpitts, Nellie M.	Westmorland,	9 36
57	Cox, Mary E.	Queens,	3 90
58	Crowhurst, Ella G.	Westmorland,	9 36
59	Curry, Bessie A.	Victoria,	6 06
60	Davis, Mary A.	Sunbury,	1 32
61	DeBow, Florence M.	Kings,	6 72
62	Drum, Christina	Victoria,	6 00
63	Edmunds, Effie A.	Northumberland,	7 02
64	Fenwick, Susie P.	Kings,	6 72
65	Folkins, Sadie M. A.	Kings,	4 80
66	Fowler, Marion W	Carleton,	4 08
67	Fraser, Marion B.	Northumberland,	7 02
68	Gleeson, Leonora F.	St. John,	3 90
69	Harper, M. Maude	Queens,	4 62
70	Harvey, Ethel M.	Westmorland,	9 36
71	Hood, Frances E.	York,	3 30
72	Irving, Nellie E.	Charlotte,	5 10
73	Jardine, Olive B.	Northumberland,	7 38
74	Jardine, Mina D.	Northumberland,	7 38
75	Kennedy, Fannie H.	Westmorland,	9 36
76	Kinney, Nettie I.	Carleton.	4 50
77	Lackie, Keturah	Kings,	6 00
78	Leishman, Jean C.	Northumberland,	7 02
79	Lucas, Agnes E.	Kings,	6 66
80	Mahoney, Margaret L.	Kings,	7 20

TABLE XVII.—CONTINUED.

No.	Name.	County.	Amou
81	Malone, Gertrude K.	York,	$ 1
82	Marvin, Mabel L.	Kings,	4
83	Miller, Marguerite E.	York,	2
84	Mitchell, Florence E.	Westmorland,	9
85	Murphy, Frances E.	Charlotte,	6
86	Murray, Emma V.	Kent,	11
87	McCarthy, Mary A.	Northumberland,	7
88	McDonald, Mary A.	Northumberland,	6
89	McDonald, Elizabeth	Restigouche,	12
90	McKenzie, Lizzie M.	Kings,	2
91	MacLeod, Emma H.	Westmorland,	9
92	Perry, Violet D.	Westmorland,	8
93	Pettingell, Grace E.	Kings,	4
94	Pickles, Fannie H. L.	Kings,	6
95	Poole, Bertha E.	St. John,	4
96	Power, Gertrude E.	Gloucester,	9
97	Powers, Margaret I. B.	St. John,	4
98	Richards, Beatrice	Restigouche,	13
99	Robinson, Gertrude M.	Queens,	3
100	Ryan, Mary A.	Northumberland,	7
101	Shea, Hattie L.	Carleton,	3
101½	Thomas, Mabel O.	Westmorland,	9
102	Tingley, Mary E.	Albert,	11
103	Topham, Lida E.	Victoria,	6
104	Troy, Kate L.	Northumberland,	6
105	Turney, Annie E.	Carleton,	4
106	Weldon, Lottie L.	Westmorland,	9
107	Welling, Henrietta	Westmorland,	10
108	Wetmore, Ada C.	Kings,	5
109	Wilcox, Rosa A.	Kings,	7
110	Brewster, Laura B.	Albert,	11
111	Fowler, Mary I.	Sunbury,	4
112	Marshall, Helen S.	Charlotte,	5
113	McBean, Agnes E.	York,	1
114	Murphy, Margaret E.	Kings,	6
115	Porter, Bell	York,	2
116	Polley, Mary Ellen	Charlotte,	5
117	Polley, Nettie M.	Charlotte,	5
118	Riorden, Angela	Gloucester,	9
119	Robinson, Annie E.	Restigouche,	11
120	Steeves, Susie E.	Albert,	10
121	Wishart Mary A.	Northumberland,	9
122	Downing, Florence E.	Westmorland,	8
123	Forster, Sarah A.	Kent,	9
124	Gerrish, Maude H.	Northumberland,	5
125	Hoyt, Myrtle M.	York,	1
126	Irving, Clara M.	Charlotte,	5

TABLE XVII.—CONTINUED.

NAME.	COUNTY.	AMOUNT.
Kennedy, Leila C.	Queens,	$ 2 40
Miller, Hulda E.	York,	2 70
McLeod, Mabel E.	Charlotte,	5 76
O'Brien, Catherine G.	Northumberland,	6 66
Brown, Elinor	St. John,	4 02
Crealock, Joyce E.	Queens,	5 10
Ellis, Melinda	Gloucester,	9 96
Ellison, Maud V.	Kings,	6 66
Patterson, Jessie F.	Kings,	7 08
DeBow, Everett S.	Westmorland,	8 34
LeBlanc, Jaddus.	Kent,	11 70
LeBlanc, Pierre N.	Kent,	11 52
Powers, Jos. B.	Victoria,	7 50
Robichaud, Dom. T.	Gloucester,	11 40
Albert, Odile	Madawaska,	10 20
Bastarache Octavie	Kent,	11 40
Bois, Marie G. A. Z.	Madawaska,	8 10
Bourgeois, Marie H. C.	Kent,	10 80
Comeau, Marie F. B.	Westmorland,	9 36
Cote, Annie L.	Victoria,	7 50
Cote, Leona	Madawaska,	7 32
Dufour, Annie M.	Victoria,	6 36
Gaudet, Albina C.	Westmorland,	10 68
Grant, Mary J	Gloucester,	10 32
Hache, M. Georgina	Gloucester,	11 10
Landry, Sarah A.	Westmorland,	10 56
LeBlanc, Amanda	Westmorland,	10 56
Levesque, Lizzie A.	Victoria,	7 50
Poirier, Marie T.	Gloucester,	11 16
Theriault, Alice O.	Gloucester,	11 10
*Cameron, Janie R.	York,	1 14
*Gaynor, M. Josephine	Westmorland,	8 58
*Milledge, Winifred	Charlotte,	6 12
*Gauvin, Jos. L.	Gloucester,	13 50
*Robichaud, Ozithe	Northumberland,	8 76
*Kelly Ann e M.	St. John,	3 90
*Bleakney Ellen J.	Charlotte,	6 30
*E is, Muriel	Northumberland,	7 02
*Wiggins, Gertrude.	Carleton,	4 86
*Graham, Maggie	St. John,	4 02
*Keagin, Ida A.	St. John,	4 02
	Govt. War. No. 467.	$1,128 48

ttendance previous terms, but claims for travelling expenses just matured

TABLE XVII.—CONTINUED. TERM ENDED DECEMBER, 1900.

No.	Name.	County.	Amount.
1	Charlton, Geo. Ed.	St. John,	$7 20
2	Gregg, Charles N.	Kings,	6 72
4	Akerley, Zena Etta	Queens,	3 60
5	Campbell, Annie G.	Carleton,	4 20
6	Culligan, Eva B.	Restigouche,	11 22
7	Drost, Minnie A.	Carleton,	4 86
8	Faulkner, Bertie E.	Carleton,	4 50
9	Flanagan, Maggie T.	Kings,	2 94
10	Gilliland, Jessie R.	Kings,	3 36
11	Grass, Mabel E.	Sunbury,	66
12	Kelly, Augusta G.	Northumberland,	7 50
13	Kelly, Mary J.	Carleton,	4 08
14	Mahood, Florence	Queens,	3 18
15	Mitchell, Beatrice	York,	4 08
16	Mitchell, Georgia M.	Kin gs,	6 60
17	Morrisey, Mary C.	Kings,	7 68
18	Tingley, Minnie M	Albert,	11 34
19	Tompkins, Ella M.	Carleton,	4 08
19½	*Smith, Annie E.	York,	2 08
20	*Collins, Eva A.	Westmorland,	13 08
21	*Crammond, Estelle	Northumberland,	6 84
22	*McKnight, Margaret	Northumberland,	7 80
23	*Ross, M. Louise	York,	1 50
25	Allard, Francois	Gloucester,	11 40
26	Babin, Amedée	Kent,	10 20
27	DeGrace, Philippe	Gloucester,	13 50
28	DeLaGarde, Theodore	Gloucester,	13 50
28½	Noel, Elzear	Gloucester,	13 50
29	Parise, Richard	Gloucester,	11 58
30	Roy, Jean O. L.	Gloucester,	10 32
31	Blanchard, Mary	Gloucester,	11 40
32	Hachey, Agnes N.	Gloucester,	9 60
33	Hebert, Agnes	Madawaska,	8 40
34	LeBlanc, Marie	Kent,	10 20
35	Martin, Lizzie	Madawaska,	6 84
36	Melanson, Beatrice	Westmorland,	9 84
37	Michaud, Modeste	Madawaska,	8 10
38	Richard, M. Lucie	Kent,	10 20
39	Robichaud, Clemence	Kent,	10 20
40	LaPointe, Helene	Madawaska,	8 10
		Govt. War. No. 1071.	$306 48

*In attendance previous terms, but claims for travelling expenses just matured.

TABLE XVII.—CONTINUED. TERM ENDED DECEMBER, 1900.

NAME.	COUNTY.	AMOUNT.
Charlton, Geo. Ed.	St. John,	$7 20
Gregg, Charles N.	Kings,	6 72
Akerley, Zena Etta	Queens,	3 60
Campbell, Annie G.	Carleton,	4 20
Culligan, Eva B.	Restigouche,	11 22
Drost, Minnie A.	Carleton,	4 86
Faulkner, Bertie E.	Carleton,	4 50
Flanagan, Maggie T.	Kings,	2 94
Gilliland, Jessie R.	Kings,	3 36
Grass, Mabel E.	Sunbury,	66
Kelly, Augusta G.	Northumberland,	7 50
Kelly, Mary J.	Carleton,	4 08
Mahood, Florence	Queens,	3 18
Mitchell, Beatrice	York,	4 08
Mitchell, Georgia M.	Kin gs,	6 60
Morrisey, Mary C.	Kings,	7 68
Tingley, Minnie M.	Albert,	11 34
Tompkins, Ella M.	Carleton,	4 08
*Smith, Annie E.	York,	2 08
*Collins, Eva A.	Westmorland,	13 08
*Crammond, Estelle	Northumberland,	6 84
*McKnight, Margaret	Northumberland,	7 80
*Ross, M. Louise	York,	1 50
Allard, Francois	Gloucester,	11 40
Babin, Amedée	Kent,	10 20
DeGrace, Philippe	Gloucester,	13 50
DeLaGarde, Theodore	Gloucester,	13 50
Noel, Elzear	Gloucester,	13 50
Parise, Richard	Gloucester,	11 58
Roy, Jean O. L.	Gloucester,	10 32
Blanchard, Mary	Gloucester,	11 40
Hachey, Agnes N.	Gloucester,	9 60
Hebert, Agnes	Madawaska,	8 40
LeBlanc, Marie	Kent,	10 20
Martin, Lizzie	Madawaska,	6 84
Melanson, Beatrice	Westmorland,	9 84
Michaud, Modeste	Madawaska,	8 10
Richard, M. Lucie	Kent,	10 20
Robichaud, Clemence	Kent,	10 20
LaPointe, Helene	Madawaska,	8 10
	Govt. War. No. 1071.	$306 48

attendance previous terms, but claims for travelling expenses just matured.

TABLE XVIII.—PUBLIC SCHOOLS: Year Ended 31st October, 1901.

Statement of Chief Superintendent's Provincial Drafts to Teachers, and of County Fund Drafts to Trustees.

(Summarized in Tables IX., X. and XI.)

Memorandum.	Provincial Drafts to Teachers.	County Fund Drafts to Trustees.
For Term ended December 31st, 1900.		
References—Warrants Nos. 464, 465, 466, 515	$72,535 32	
School for the Blind, Halifax, Warrant No. 468	1,162 50	
Amount County Fund, for term ended December 31st, 1900—Schools		45,250 51
School for the Blind, Halifax		1,162 50
Institution for the Deaf and Dumb, Fredericton		801 14
For Term ended June 30th, 1901		
References—Warrants Nos. 896, 897, 898, 1070	91,416 41	
School for the Blind, Halifax, Warrant No. 859	1,162 50	
Amount County Fund for Term ended June 30th, 1901—Schools		
School for the Blind, Halifax		45,241 65
Institution for the Deaf and Dumb, Fredericton		1,162 50
		810 00
	166,276 73	$94,428 30

TABLE XIX.—SUMMARY OF THE PROVINCIAL GRANTS FOR THE SCHOOL SERVIC[illegible]
FOR THE YEAR ENDED OCTOBER 31ST, 1901

Schools. (See Table IX for details).		
Common, ...	$144,195 30	
Superior, ...	12,068 20	
Grammar, ...	7,688 23	
		$163,951 73
School for the Blind, Halifax, (Table XI), .. .		2,325 00
Normal School: Salaries (Table XIV.), ...		7,632 52
Travelling Allowance to Student Teachers, (Table XVII.), ...		1,434 96
Inspectors' Salaries, ...		7,340 00
" Allowance, attending Conferences, ...		600 00
Education Office Salaries:		
Chief Superintendent, ...	$2,000 00	
Chief Clerk, ...	1,000 00	
Clerk, ...	800 00	
Clerk, ...	295 00	
Clerk, ...	190 00	
Clerk, (Temporary), ...	24 44	
		4,309 44
Travelling Allowance to Chief Superintendent,....		400 00
Incidental expenses:		
Eldon Mullin, M. A., expenses of visit to Normal Schools in United States, ...	$100 00	
Eldon Mullin, M. A.. attending Car. Co. Teachers' Institute, by direction of Cbief Superintendent	6 00	
		106 00
Forward, ...		$188,099 65

Brought forward, ...		$188,099 65	
John F. Rogers, work in office, ...	74 00		
Lillian Flewelling, do. do.	12 00		
W. F. P. Stockley, M. A., examining selections for Reader No. V., ...	10 00		
Sergeant Brewer, drilling students at Normal School, ...	15 00		
J. Vroom, examining Book-keeping books, blanks, etc., ...	10 00		
Charles Toner, truckage, ...	14 54		
S. A. Belyea, do.	2 01		
		137 55	
Examination Expenses:			
License Examinations, December, 1900, and May and June, 1901, ...		381 07	
Departmental Examinations (Normal School Entrance, Matriculation and High School Leaving) June and July, 1901, ...	$821 04		
Less amount received in fees, ...	731 95		
		89 09	
High School Entrance Examinations, ...		329 00	
School Libraries, (Table XVI.)		118 90	
School House Grants (see statement in Chief Superintendent's Report,)		945 00	
		$190,100 26	

PART III.

APPENDICES.

APPENDIX A.

REPORT OF THE PRINCIPAL OF THE NORMAL SCHOOL FOR THE SESSION ENDED JUNE 30TH, 1901.

FREDERICTON, JAN. 1ST, 1902.

JAMES R. INCH, ESQ., LL. D.,
Chief Supt. of Education,
Fredericton, N. B.

SIR:—I beg leave to submit, for the information of His Honor the Lieutenant Governor and Members of the Honorable the Board of Education, my Annual Report on the workings of the Provincial Normal and Model Schools, for the year ending with June 30th, 1901, and to add such suggestions and observations as may be relevant thereto.

NORMAL DEPARTMENT.

The enrolment for the year was the smallest recorded for many years past amounting only to 199, of which number 43 were young men and 156 young women. I was led to expect a falling off in the attendance from the fact that the standard of age for young women had been raised, as well as from the further fact that the standard of requirement for admission has been gradually made higher. But I feel satisfied that the output of the school made up in quality what it lacked in quantity. We were able on account of the comparatively small number, to give more time to individual instruction and especially so in the professional work. This resulted in our sending out a body of students which, though smaller in numbers than in previous years, was more fully prepared to take part in the great work of public instruction in the schools of the Province.

The numbers annually enrolled for the past ten years are given below :

		Young Men.	Young Women.
1891-2	269	38	231
92-3	264	47	214
93-4	320	59	261
94-5	282	56	226
95-6	247	67	180
96-7	266	62	203
97-8	283	57	226
98-9	338	65	273
99-1900	259	56	203
1900-01	199	43	156

The average for the ten-year period is 273. The figures for the curre year's enrolment show a rise to about this average. At the present writi the number enrolled for 1901-2 is 270 Last year's comparatively small e rolment was due entirely to the causes stated above, and I should now expe an average of from 250 to 270 students annually to be steadily maintained i the future. All parts of our Educational System were represented in the e rolment, from the common schools to the college. The Secondary Schools co tinue to send up a large and increasing percentage of our students. This fa shows that the raising of the Standards for Provincial License is devolvin upon them their proper share in the preliminary preparation of candidate especially of those looking toward the higher classes.

The Counties of the Province were represented numerically as follows :

Albert	7
Carleton	22
Charlotte	14
Gloucester	20
Kent	9
Kings	23
Madawaska	9
Northumberland	16
Queens	10
Restigouche	13
St. John	12
Sunbury	6
Victoria	2
Westmorland	13
York	23
	199

By religious denominations, the students enrolled were classified as follows, viz.:—

Baptists	23
Church of England	18
Free Baptists	20
Methodists	36
Presbyterians	31
Roman Catholics	68
Other Denominations	3
	199

At the opening of the Normal Department 138 candidates presented themselves for admission, 23 of whom had passed for Class 1., 80 for Class II. and 35 for Class III. 22 of the candidates for Classes I. and II. had passed on the Matriculation Examination, and 101 on the Normal School Entrance.

At the beginning of the Second Term in January, 1901, 22 holders of Provincial License, having passed the required Examination for entrance, were added to the enrolment, 11 for Class I., and the same number for Class II.

At the close of the Term ending December, 1900, and at the close of the year in June, 1901, the students enrolled were recommended or were eligible for Examination for Provincial License as follows :

For Class I	28
" II	107
" III	23
	158

Two candidates who had entered for Class I. withdrew on account of ill health.

The number of students annually recommended for the various Classes of License for the past ten years is given below :

Class	I.	II.	III.
91-2	46	122	85
92-3	46	132	76
93-4	68	129	117
94-5	31	133	106
95-6	35	131	75
96-7	44	137	76
97-8	49	144	88
98-9	45	171	100
99-1900	26	134	109
1900-01	28	107	62

The numbers for Class III., given in the above table include the stu of the French Department. The figures for last year show a considerabl crease in the percentage of students recommended for Class I and II i Normal Department and a corresponding reduction of those recommende Class III., as compared with the preceding years.

During the year a very considerable movement of students from clas class, took place principally in the way of promotion as the following will show:

Entered for Class	I,	and recommended	for	Class	I.....	26
"	"	I.,	"	"	"	II.....	6
"	"	I.,	"	"	"	III.....	0
"	"	II.,	"	"	"	I.....	2
"	"	II.,	"	"	"	II.....	88
"	"	II,	"	"	"	III.....	1
"	"	III.,	"	"	"	II	13
"	"	III.,	"	"	"	22.....	22

FRENCH DEPARTMENT.

The attendance in this department, though above the average, fell off siderably from that reported last year. During the First Term, beginnin August and ending in December, 1900, there were 19 students enrolled, a the Second Term beginning in January, 1901, and ending in May, 1901, were 20, making a total enrolment of 39 for the year as against 52 for last

The enrolment in this department for the past ten years is exhibited b

	Total	Young Men.	Young Women.
1891-2.....	30	5	25
92-3.....	29	4	25
93-4.....	27	7	20
94-5.....	21	3	18
95-6.....	36	8	28
96-7.....	27	9	18
97-8.....	35	7	28
98-9.....	38	5	33
99-1900.....	52	9	43
1900-01.....	39	13	26

The average attendance for the ten year period is slightly in excess o

No efforts should be spared by those more immediately interested in the adian Schools and in the intellectual progress of the Acadian element in our ulation, to direct a larger number of eligible young people qualified to ch in the schools wholly or largely attended by Acadian French children, to end first the French Department of the Normal School and afterwards to pare for the higher classes of License by attending the Normal Department. ese schools can rise to no higher level of efficiency and progress than that of e teachers.

MODEL DEPARTMENT.

On the retirement of Mr. John F. Rogers, from the Principalship of this epartment, Mr. Amos O'Blenes was appointed, and is now in charge. Mr. 'Blenes has shown himself to be an industrious teacher.

Miss M. E. Phillips was in charge of the 3rd department of the school nd is gradually bringing it into a very creditable state of efficiency.

Miss Harvey still continues in charge of the 2nd department, and has dded another year to her long record of faithful and diligent work for the ad-rancement of her pupils.

Miss Clara E. Bridges has fully maintained her high reputation as a Primary Teacher. Her distinguished ability has brought her an offer from the outh African educational authorities, and it is quite probable that the Model chool will lose her valuable services in the near future.

GENERAL REMARKS.

During the year considerable additions were made to the equipment of he school. So far as the internal working of the Institution is concerned a ood Reference Library is the greatest immediate necessity, and I would trongly recommend that a fixed sum be placed in the estimates for each year provide for the gradual accumulation of a collection of the standard works f reference, and a good professional library for the use of the students in neral. Even so small a sum as $100 a year would give us in a few years a ry useful library.

The Sloyd Schools established by Sir William MacDonald for the Normal hool and for the City of Fredericton, continues to be largely attended and h students and pupils show much interest in their work.

I would recommend that a building be erected on the Normal School unds in the rear of the Normal School building, the lower flat to be devoted a gymnasium for the exclusive use of the Normal School students, and the

upper flat fitted up to accommodate the Sloyd School, if the same is to be continued after the present arrangements terminate.

The Normal School needs the space now given up to the Sloyd School and it would be much better in every way if these schools were placed in a detached building. The present arrangement was only adopted as a temporary one, and when it is decided to place the Sloyd School on a permanent footing as a part of our Educational System, if such a decision should be made, permanent provision should be made to remove it to a place of its own in a building specially designed for it.

The Public Closing Exercises for the year were held on Friday, June 7th in the Assembly Hall of the school. His Honor the Lieut. Governor and other members of the Board of Education were on the platform, and the Hall was filled to its utmost capacity by the leading citizens of Fredericton, and the friends of the students. The occasion was a pleasing and interesting one for all present. The vocal and instrumental music by the students was an especial feature.

The silver and bronze medals annually granted by His Excellency the Governor General for highest professional standing was awarded for the year to Miss Isabella Reed of St. Vincent's School, St. John city, in the Senior Division and to Miss Ida J. Kierstead of Albert Co. in the Junior Division respectively. His Honor the Lieut. Governor presented the medals to the successful competitors in a very thoughtful and practical address. The Chief Superintendent of Education, the Chancellor of the University and Dean Partridge also addressed the students during the proceedings.

Miss Kierstead, who won the junior medal entered the school for Class III. and showed such marked progress both in scholarship and in professional ability that she was promoted to Class II. and won the coveted distinction of being announced as the winner of the medal in competition with an exceptionally intelligent body of Class II. students. It was a great sorrow to all who knew her, and recognized her abilities and her promise of future usefulness, to learn of her early death within a few months after leaving the school.

Mr. Fred C. Squiers of Bath, Carleton Co., was elected by his fellow students as valedictorian for the year and discharged his pleasant duty with great force and spirit, and in excellent taste. Mr. Squiers had, during the year, especially distinguished himself in the Literary and Debating Society.

The school paper, "The Normal Light," was very successfully managed and added much pleasure and interest to the corporate life of the school.

The Literary and Debating Society, and the Chorus Club, were conducted

with energy and interest. A very delightful concert was given to the friends of the students under the auspices of the two organizations in the early spring.

The general health of the school was remarkably good. It is a noteworthy fact in this connection, that we have not had a single death in the school, during the school year, for nearly ten years. In that time over 2,500 students have attended. This fact speaks volumes for the sanitary conditions of the school, and for the healthfulness of the City of Fredericton.

The conduct and deportment of the school was very satisfactory, and the most cordial relations among the students and between instructors and students, prevailed.

In closing my Report for the year, I beg leave respectfully to call the attention of the Honorable, the Board of Education to the recommendations, which I have so often made hitherto, and which will be found in summary form on page 9, Appendix A of the Educational Report for 1900. I am more than ever convinced that these are the main lines of progress along which the future of the Normal School should be developed.

In view of what has taken place since my last Report was written, I may also be pardoned for closing this Report with a personal reference.

It is within the knowledge of the members of the Board of Education, that during the year an invitation has come to me from South Africa to take charge of the organizations and establishment of Normal School work in the Transvaal and Orange River Colonies with headquarters at Pretoria, and in response to this invitation the Board was pleased, in December last, to grant me a year's leave of absence from Feb. 1st, 1902, to enable me to assist the Sister Colonies of the Empire in placing their Normal Schools on an effective basis. In accordance with this patriotic action of the Board, I shall leave for South Africa in the near future.

In laying down my responsibility even for the short time mentioned, I wish to place on record my grateful sense of the many kindnesses and courtesies extended to me, personally and officially, by the members of the successive Boards of Education since 1883, and in an especial manner to the present Board. Whatever my fortune may be in the future I shall never forget the kindly and public-spirited way in which the Hon. the Premier, the Hon. Attorney General, the Hon. the Chief Commissioner of Public works and other Hon. members of the Board have dealt with all matters relating to the conduct of the Normal School and to myself as Principal of it.

For over eighteen years, a much longer period than any one man has ever held the office, it has been my duty to preside over the Normal School and to

[illegible] I have endeavored earnestly and to the best of my ability, [illegible] what I conceived to be the interests of the Normal School and of the cause of education in this Province.

In [illegible] 1891, teachers have been trained in the school many [illegible] the leaders of educational work in the Province. I [illegible] progress [illegible] always [illegible] towards better conditions, and [illegible] that is all that time, and now more than ever. I had and [illegible] a strong and [illegible] faith in our Public School System, and a confident [illegible] that in the youth of the Province we have as great a measure of life, [illegible] and intelligence, as can be found anywhere.

We have the material out of which to make teachers, what we need now more and better facilities for doing it, and I earnestly trust that the [illegible] will see those facilities provided; for the advance of the public intelli[illegible] can only keep pace with the preparation and fitness of the public school [illegible], and on the gradual rise of intelligence in the great body of citizens, the [illegible] welfare and prosperity of the Province largely depends.

To the Chief Superintendent of Education, to those who have been associated with me in the Normal and Model Schools—to the students of the [illegible] School, and to my successor in office, I extend my sincerest good [illegible] and my earnest hope that all their efforts for the advancement of the [illegible] national life of the community during the coming year may be abundantly [illegible] of the best results.

I am, Sir,

Yours very sincerely,

ELDON MULLIN,

Principal.

APPENDIX B.

INSPECTORS' REPORTS.

INSPECTORAL DISTRICT NO. 1.

Geo. W. Mersereau, M. A., Inspector, Doaktown, N. B.

THIS DISTRICT EMBRACES THE COUNTIES OF RESTIGOUCHE, GLOUCESTER AND NORTHUMBERLAND.

J. R. ISCH, ESQ., LL. D.,
Chief Supt. of Education,
Fredericton, N. B.

SIR.—I beg leave to submit the following Report on the condition of Public Schools in Inspectoral District No. 1, for the year ending 31st December, 1901.

During the First Term, I travelled greater distances and visited more schools than ever before in the same time and still there remained about forty schools unvisited. In the Second Term, I spent a large portion of the time, as you suggested, in urging the amalgamation of districts, where such a course seemed advantageous to the schools. However, all my territory (except Rogersville, which I left for Inspector Doucet) was visited once during the year and the greater portion of it for the second time and all the work was as well attended to as could be expected from one man over such an extended field.

I am gratified to be able to report a gradual recovery from the hindrances to advancement noticed in my last Annual Report.

The public meetings which I held during the year, seemed to be highly appreciated by the people, many of whom have badly perverted notions of their duty in the matter of educating their children and worse of what education really is. Much valuable work remains to be done along this line, and in my opinion it would be an advance step for the Board of Education to require of the Inspectors a less number of visits per term or year, and a proportionately greater number of Public Meetings in the less enlightened Dis-

tricts. A generation ago a propaganda of this kind was carried out and today we notice its effects in the greater knowledge of the School Law and the keener interest in education evinced by the old and middle aged, than by the generations following that have not received this training and who are now exercising local control in educational matters.

This state of affairs probably accounts in large measure for my lack of success in carrying out the Board's policy of amalgamation of districts. There is always some excuse for not joining two districts. Generally the bases of these excuses are narrowness of view, selfishness, jealousy and ignorance. Sometimes one, sometimes another, sometimes all combined. In some cases they consider it merely a scheme of the Inspector's to lessen the number of schools and thus diminish his work regardless of the effect on the schools. This opinion would prevail of course, only in the more densely ignorant districts where they were unable to conceive of an officer being influenced by purely unselfish motives. To give some idea of the difficulties in the way, I shall quote a resolution moved by a County councillor in a district that lies side by side with another district on the opposite side of the river with a bridge between, very nearly in the middle, and their school houses not more than a half a mile apart in a direct line. The districts too are suffering from *inanition* and consequent inferior accomodation, lack of apparatus and want of sympathy of numbers. Their combined enrolment for the last Term was 28 and their combined average 19. If there are two districts in the Province that can be joined to their mutual advantage, these are the two and still this resolution was carried by thirteen to three at the last annual meeting in the larger of the two districts.

"Whereas the School Inspector is trying to induce the Board of Education to coerce the ratepayers of School Districts Nos. — and — to unite their School Districts into one.

"And whereas the ratepayers of District No. — is of the opinion that the amalgamation of the said districts would increase taxation, mar the harmony which now prevails in our School District, and would in no way facilitate or help the children in said districts getting a better education, therefore resolved that the ratepayers of District No. — protest against such proposed change and take such steps as they deem necessary to prevent the amalgamation of the respective districts."

I have copied the resolution *verbatim et literatim*, except the numbers of the districts which are omitted for obvious reasons.

In another district which had only three children of school age all be-

longing to one family, which lived about two miles from the school in the adjoining district, the ratepayers voted $40 to convey the pupils to the school. No one could be found to undertake the job for the money, not even the father of the children, so they remained at home.

Judging from my experience of the past year, the Board need not hope for success in this direction, while it is left to local option. It will be compelled in the interests of the coming generations to take a firm stand and do what is best whether the people agree or not.

New school houses were completed and schools were opened in them for the first time at the beginning of the Second Term, in the following districts: Weldfield, No. 3, Glenelg, Breadalbane, No. 13, Blackville and Little Pass, No. 1, Caraquet.

One new department was opened in September, in each of the Graded Systems of Newcastle, Dalhousie and Campbellton. Thus the number of teachers employed in this Inspectorate has been increased during the year by six.

Two other districts have completed their school houses during the year and it is the intention of their Trustees to open schools in them at the beginning of next year, if the services of teachers can be secured.

The new school house in Wilson's Point, No. 10½, Shippegan, is slowly approaching completion. This district is a very weak one, but the Trustees hope to open school during the coming year.

Gagnon District No. 8, St. Isidore, is now ready to begin to build as soon as the site is determined on. Once a beginning is made the work will be pushed along rapidly.

Gaspereau, District No. 7, Saumarez, was lately erected, but the people wish to have their school opened not later than the beginning of Second Term, 1902.

RESTIGOUCHE COUNTY.

Restigouche, though the smallest, is the banner County in this Inspectorate in everything that relates to Educational progress. All the settlements are erected into districts. Every district is organized, and at the beginning of 1902, all the districts will have schools in operation. In school buildings and appliances it makes a very creditable showing. There are only four or five really poor school houses in the County. On Heron Island the school house is small and old-fashioned and not very well provided with apparatus, but the district is weak numerically, and with the repairs made during the year, the school house and equipment, fairly meets the requirements Daw-

sonville has a log school house, built in the early days of the settlement w has outgrown it, and though it is comfortable in winter, it will soon have replaced by something more pretentious and more in keeping with the buildings of the district.

The school house at Quinn's Point is not an old building, but it has allowed to get out of repair by carelessness on the part of the Trustees, perhaps of some of the teachers). The furniture and equipment, too, is inferior and needs an almost wholesale replenishment, which the Trustees ratepayers seem quite unwilling to provide. In Point La Nim and The C the school houses are old, small, poorly lighted and ventilated, with unattractive surroundings. I have not urged these districts to rebuild the attendance is small in both and I hope at sometime to see the pupils of former conveyed to Dalhousie and those of the latter to Dalhousie Junction

While all the other school houses are good, there are some that superior in construction and arrangement, with good woodhouses and outhou and neatly kept and attractive grounds. Among the best may be mentio those in Upper Charlo, River Charlo, Jacquet River, Dalhousie Junction, New Mills, Black Land, Flat Lands, Riverside, Churchville, Bernard, Balm Mountain Brook and Glencoe.

In many of the schools, the supply of maps and other apparatus is satisfactory. A few have slate blackboards any many have hyloplate. M has been done during the year in adding to the equipment, especially providing the schools with maps of the empire, flags and flag poles.

In this County is found, too, a large proportion of excellent teach industrious, earnest and progressive. Among those deserving special men are.—Miss Susie B. MacPherson, New Mills; Miss Lizzie Cook, River Cha Miss Melissa J. Cook, Point La Nim; Miss Mary J. Crawford, Dalho Junction, Miss Mary A. Reid, Tide Head; Miss A. Maude Lachlan, Glen Miss Bertha I. Asker, Flat Lands; Miss Mary Harvie, Black Point; M Mary E. Nichol, River Louison; Miss Lena M. Shannon, Upper Charlo; M Antoine Boudreau, Balmoral; and Miss Mary McNair, Summerside.

The graded schools of the County are equally satisfactory. The Campbellton Grammar School is one of the most progressive Institutions of kind in the Province as its record for the past ten years abundantly proves, never in its history has it done better work than during the past year. Trustees take a lively interest in everything that concerns the school cooperate with the teachers in every way to make it a success. Appointme to the staff are made on merit. The aim is to secure the best and all fut

appointees must hold Licenses of the First Class and come otherwise well recommended. Already three of the staff of eight are Graduates in Arts and two of these hold Grammar School Licenses.

Dalhousie Superior School has now four departments. Up to August last it had only three, and this constituted its chief weakness. The Primary Department was very much overcrowded, the pupils' interest could not be kept alive, hence irregular attendance and pupils promoted before they were prepared. Some of the rooms still need better furniture and all need additional apparatus, but the school is better prepared to do effective work than ever before. The Trustees are taking an intelligent interest and are helping the teachers instead of being a hindrance to them, as has sometimes been the case in the past. The staff of teachers is a good one, earnest, experienced and capable.

GLOUCESTER COUNTY.

To give an idea of the condition of schools in this County, it will be necessary for me to give a review of parishes. Progress has not been as rapid as it should have been. The people in many sections do not work together harmoniously. They are much divided and there are many lines of cleavage, such as the social, family, race, religious and political lines. In these sections they do not place a high value on education. Children attend school when not otherwise employed. As soon as they are big enough to work on the farm or at the fishing, the school knows them no more, except perhaps for a haphazard attendance of a month or two in the winter. As a rule the school houses and grounds and outbuildings are not well cared for. Not many are kept well painted, though to this rule there are many notable exceptions, such as at New Bandon, St. Jerome, Green Point, Dumfries, Upper Grand Anse Miscou Harbor, Waugh, Blanchard Settlement, Inkerman, Little River, Upper Paquetville and others, where the school houses and outbuildings and fences are kept well painted and much care is taken with the grounds to have them neat and attractive and a place to which the children like to come.

Beresford No. 1, needs a new school house. The old shed now in use is not fit for people to be shut up in during the cold weather. It is not in the right place to accommodate the people living back of the Railway. In No. 2, the school house is too small, but the people are divided on race lines and cannot agree on the site for a new building. No. 3 has a fine school house with grounds and outbuildings well kept. No. 4 has four school buildings that are rapidly falling into decay, through the niggardliness of the

ratepayers and the cheeseparing of the Trustees. No. 12 has a school hou of which any district might be proud, and an excellent teacher in Miss Me vina J. Godin. Arrangements should be made to convey the pupils of No. 1 and No. 13½ to the big school at Petit Rocher, or those of No. 13½ to t school house in No. 13, thus saving the salary of one teacher and providi better teaching for the children. During the year No. 7 made extensive i provements and provided new furniture through the efforts of the teache Miss Mattie H Renouf. In No. 7½ the school is small, but the work is we done by Miss Agnes Nichol, an excellent teacher of the First Class. Nos. and 6½ have good school houses, but the most disgracefully kept outhous in the County Nos. 8½ and 11 need better school buildings. The scho house in No. 10 A, was extensively repaired during summer vacation

BATHURST.—This parish has some fairly good buildings such as th Grammar School building in town and the Superior School building in th village, though the former is getting somewhat out of repair. No. 6 a very weak district, and has a poor school house, but a good school, with Mi Annie Loggie as teacher. No. 12 rebuilt its school house during the yea No. 3 repaired its school house and provided new furniture. The school i No. 7 is improving slowly. No. 5 made some improvements and promis more. No. 4½ wainscotted school-room and procured hyloplate blackboard During Second Term, there were only five pupils enrolled in No. 8. Th ratepayers of No. 17 will be compelled to build a new school house very soon The present building is a very poor affair on a poor site not centrally located No school was operated in No. 9 during the year, as there are only thre pupils in the district.

NEW BANDON.—Much needed repairs were made on the school house o No. 9 both inside and outside, and the school was very successfully conducte by Miss Mina D. Plant. In No. 8 the school-room was painted and stil needs more blackboard surface. Miss Maggie E. McNair taught the schoo very acceptably and was a power for good in the district, besides. No. 7 kep its school open during the year and repaired the school house. The scho in No. 6 improved very much in tone during the year under Miss Eva B Culligan Grand Anse Portage No. 3½, set the best example of zeal in edu cating the children in my Inspectorate. The district has only eight rate payers and its total valuation is $2,650. The parents took turns in drivin the children to and from school during stormy weather. Needless to say ever child attended. In No. 2 the pupils made excellent progress in their ow

language, but did not care to learn English. No. 1 has a poor school, which is not kept going regularly.

CARAQUET.—For a wealthy Parish, Caraquet has very poor schools. No. 1 was organized late in March, and is now ready to employ a teacher. No. 2 had a kind of graded school of two departments with Grade IV. as the highest Grade and the pupils classified according to size, so that Grades II. and III. were in both departments. No. 2½ was better. and the teacher, Mr. P. P. Murray seemed very zealous and faithful, but the larger pupils attended only a few months in winter. No. 3 was well taught by Mr. Jos. F. Godin. No. 4 was organized late in the year. Nos. 1 and 8 are still dormant as noticed last year.

PAQUETVILLE.—I visited the schools of this parish but once during the year, in the month of March, while a mission was being preached in the Church and all the larger pupils were in almost constant attendance. Nos. 1 and 2 have good school houses and the grounds of No. 2 receive careful attention. No. 3 has a poor school. The pupils have been *told* rather than taught. No. 4 has a good teacher in Miss Josephine M. Godin. No. 5 has a good school house but little in the way of furniture and apparatus.

INKERMAN.—No. 1 has a new school house not yet furnished inside, but warm and comfortable. No. 2 has also a good school house but some of the ratepayers complain that it is not now near the middle of the district, and that it will have to be moved. The school in No. 3, where there is another good school house, improved greatly during the year. The school in No. 5 was reopened after being closed for three Terms. In No. 4 the school house is evidently not in the right place as most of the children live on the opposite side of the River. The Maltumpeque Road Settlement will soon have to be erected into a district with the western end of this district. When that occurs the proper location of this school house can be determined.

SHIPPEGAN.—No. 1 has a graded school of two departments, but the accommodation and equipment are very inferior. The teachers employed this year are two of our brightest young men, Mr. J. Edward De Grace and Mr. Theodore J. De La Garde. Miss Philomène Robichaud achieved success in No. 1½. In No. 2 the pupils never advance beyond Grade IV. and few reach even that. The school in No. 3 was small but was well taught. No. 3½ has an excellent teacher in Mr. Jas. R. Smith, and is building a new school house slowly but steadily. Mr. J. Avila Duguay has given faithful service to No. 5 for the past four years. This district has a good school house, but poor furniture and little apparatus. No. 4, 4½, and 6, have good school

houses, but poor furniture and little apparatus No. 7, has a good building and good furniture but poorly kept grounds No. 9 has the best furnished school in the parish and every year sees something added to its equipment. Nos. 9½ and 10 have poor school houses and poor schools No. 8 will open school at the commencement of the New Year, for the first time in many years No. 10½ reports progress in building

SAUMAREZ.—The Superior School House in Tracadie, No. 3, is a plain, substantial, two-story structure that accommodates two departments very comfortably, but the other two buildings in the district are not nearly so creditable Mr. Geo. E Price is the Principal of the Superior School and does very faithful work. There is a fair school house and a good school in No 2, Miss Catherine D. Losier, teacher, but only an apology for either in No. 2½. No. 6 keeps its school open very irregularly. No. 10 A has a very small school house for the number of pupils I thought some of dividing the district and perhaps this will yet have to be done, though the school has been better taught this year by Miss Alice M. Robichaud and better attended than ever before.

ST. ISIDORE.—This small parish has only three school districts. In No 7½ there is a good school house, but the most the children have learned for the past five years is reading and that not very understandingly. No. 7 has a miserable school house and a very unsatisfactory school. No. 8 has, at last decided to build a school house.

NORTHUMBERLAND COUNTY.

This County presents strong contrasts. It has some of the finest school buildings, best equipment and most progressive schools, and also some of the poorest. I shall not have time to do more than to notice very briefly a few of the schools in each parish.

ALNWICK.—Miss Nora Cripps did excellent work in No. 1. The school in No. 1½ is very small and kept open but a part of each year. No. 3 has a fair building, enclosed grounds and a good school under Miss K. Loggie, who was forced by ill health to resign her position. The school in No. 9 is improving from term to term under Miss Ellen M. Donovan. No. 12 has a good building but only a fair school. The same is true of No. 4. New school houses are being built in Nos. 8½ and 13. The school in No. 5 has been very poorly conducted for the past two years. There are but few pupils in No. 6 and they should be conveyed to the school in No. 7.

NEWCASTLE.—There are but few Ungraded Schools in this parish, only five altogether. No. 2½ has so few pupils that it would be much better to convey

to the school in No. 1, which has not a large enrollment. No. 8 has good ings and neatly kept grounds and Miss Mabel V. Elliott is the popular er.

NORTH ESK.—There is an excellent school house in No. 1, but the school all. No. 2 has a new, nicely furnished school house. In No. 3 there are few pupils and it will be difficult to have them conveyed to the next ict as some of them are nearly ten miles from the school house. There is or school house in No. 4, but it is fairly equipped and the teacher, Miss O'Shea, is an excellent one. No. 5 is a weak district that operates its ol very irregularly. The number of pupils in No. 6 is large, but the equip- of the school is poor and the average attendance small. There are about y pupils in No. 10 and there is a fair Class-room but the Trustees are very gent about employing an Assistant. Miss A. Maude Menzies, one of our teachers, has been employed during the Second Term, but even she could o satisfactory work under the circumstances.

SOUTH ESK.—The best school in the parish is in No. 9, where the tees are interested and attentive to their duties. No. 7 operated school year for the first time in twenty years. No. 7½, had a very good school g the year. An unfortunate disagreement among the people in No. 13 tes against the school. The attendance is increasing in No. 14, and the ol is improving.

DERBY.—The Superior School of two departments is in District No. 1. district suffered a great loss in the retirement from the Principalship and the profession, of Mr. J. J. Clark, who had taught here most successfully ighteen years, at the beginning of the year. Miss Lottie E. Underhill has excellent satisfaction in No. 3 for the past seven years. She has not supplied a large amount of apparatus for the school by means of concerts has offered to raise at least half the funds to build a new school house in ame way.

BLACKVILLE.—The Superior School of three departments is in District 6. Mr. J. C. Carruthers, the Principal, has done excellent work and n himself to be a wide awake, progressive teacher since his appointment s position. His efforts during the past Term have been ably seconded by sociate teachers, Miss McCarthy and Miss Fairweather. There has been complaint about the heating of the new building. A new school house een built in No. 4, but it is so poor a job that it should not have been off the contractor's hands. At the beginning of the Second Term School pened for the first time in District No. 13. The school house in No. 5 ot yet been moved to the middle of the district.

BLISSFIELD.—The Doaktown Superior School is in No. 4 of this parish. The school house is very inferior and so is the equipment, but the teachers are industrious, skilful and progressive. Mr. Geo. A. Wathen is the Principal and Miss Jessie J. Murray has charge of the Primary Department. The school house in No. 3 has been nicely painted. Miss Beatrice Ellis has done excellent work in No. 3½ under discouraging conditions. No. 1 made some improvements in its house and grounds No. 1½ opened its school at the beginning of the Second Term to continue it for a year at least. No. 2½ has the best kept grounds in the parish.

LUDLOW.—Boiestown, No. 3, has an excellent school house with fair equipment. Mr. W. W. Wright, the teacher, gives satisfaction to all. The school house in No. 5 was ceiled and painted inside during the summer vacation. Nos 2 and 4 are very weak districts, that it would be well to unite if the people's consent could be gained

NELSON.—Nelson Village No. 1 has a graded school of two departments but the school house is very inferior for such a district, and not in the centre of the school population. At the last Annual Meeting it was resolved to build more centrally. In No. 5, the school house was shingled throughout and a woodhouse built. No. 6½ has a good school house and No. 8 has well kept grounds. No. 1½ has a good school as usual, neatly painted building and well kept grounds.

CHATHAM.—The school in No. 2 has done better than usual under Miss Sophia G. McDonald. Miss Josie M. McNeil has done excellent work in No. 5, where the Trustees are very careless in the performance of their duties. In No. 6½, a new school house was built and school opened in August after being closed for a year and a half after the old building was burnt. No. 6 has a fine new school house and the Trustees are now paying some attention to its surroundings.

GLENELG.—No. 4 has a new school house that should be painted. The school in No. 1 was not quite so successful as usual on account of measles in the district. The school house and outbuildings should be painted. No. 5 opened school in August for the first time in eighteen years. It's new school house is very creditable. Miss Jennie D. Gilliss completed a very successful Term of four years in No. 7. No. 7½ has good buildings and an excellent school.

HARDWICKE.—The schools in Nos. 1 and 2 were closed for a time because of diphtheria. No. 3 has a fine school house in which Miss H. J. Ahern conducted a very successful school. The schools in Nos. 4 and 5 were

also satisfactorily conducted by Miss Ruby Noble and Miss Kate McNair. The school house in No. 6 was destroyed by forest fires. A movement is on foot to have a portion of No. 5 called the McDonald Settlement, joined to No. 6, and the school house moved to the middle of the enlarged district. The McDonalds have all petitioned for the change, but the Trustees of No. 5 contend that it will make their district too weak to support a school.

GRADED SCHOOLS.

Of the larger graded systems of schools in the County I shall write but little. Chatham, which has heretofore been behind other towns of the same, or less importance in the matter of High School accommodation and equipment, has opened a new High School building that will place her well in the forefront in these respects.

Since the amalgamation of its three districts the schools of Chatham have continued to grow in efficiency. The improved accommodation will enable Dr. Cox and his staff of capable and earnest teachers to achieve higher degrees of success in their important work. The teaching throughout all the standards aims to be practical, to take nothing for granted that can be verified and to put the pupil in the position of a dicoverer in every subject, in so far as it is possible. In consequence of this the Chatham Schools are well prepared to take up the Manual Training work as illustrated by the Sir Wm. C. McDonald Training Schools. I trust that one of the spare rooms in the new building may be devoted to this purpose before my next report.

The resignation of Mr. F. P. Yorston, M. A., was a great loss to the Newcastle Schools. He was faithful in the performance of his duties and brought to bear upon them exceptional powers of mind. He was succeeded as Principal by Mr. Geo. K. McNaughton, B. A., and if interest in his work and steady application to duty can achieve it, he will win success.

The necessity for some kind of hand work is apparent in all our schools, especially in the miscellaneous ones, something more tangible than Drawing and that would not require too great an outlay for material. I am of the opinion that Cardboard work would meet the requirements, and beg leave to suggest that this subject be added to our Normal School Course.

I have the honor to be, Sir

Your obedient servant,

GEO. W. MERSEREAU.

INSPECTORAL DISTRICT NO. 2.

George Smith, A. B., Inspector, Shediac, N. B.

THIS DISTRICT COMPRISES THE COUNTIES OF KENT AND WESTMORLAND.

JAMES R. INCH, ESQ., LL. D.,
Chief Supt. of Education,
Fredericton, N. B.

SIR:—I have the honor to forward my Report for the year 1901.

The more than usual amount of snow on the ground during the winter months made the work of travelling through my district more difficult than usual and hindered me to some extent in my work. The prevalence of smallpox in Westmorland County also interfered to a considerable degree with my plans of inspection, as it became necessary to close for a time some of the schools.

Compulsory vaccination throughout the entire County as a result of the outbreak of smallpox proved more detrimental to the schools than any other cause, as in many cases the children remained home either as the result of vaccination, or from fear of having to undergo vaccination. In one school where the attendance should have been about twenty-five, on the day of my visit I found two pupils present, the result of vaccination, and this school is not less than forty miles from any case of smallpox.

Two new districts have been formed in the parish of Wellington, Saint Michael, No. 17 taken from No. 12, and St. Croix, No. 18, taken from No. 7.

A new school house has been built in Canaan Station, district No. 2, Moncton. School was in operation in the new house during the term ended the 31st of December. New school houses have also been built in Gallagher Ridge, No. 32, Moncton, Shaw Brook, No. 33, Moncton, and Portage River, No. 10, Carleton, all new districts. In the last two named, school was in operation for the first time during the term closed the 31st of December.

In No. 12 Dundas, where for several years the old school house has been unfit for use a new house has been built in the centre of the district, and will be occupied the coming term. As the Board of Trustees and a large majority of the rate payers were opposed to building a new house and persistently refused to vote money for the purpose a new Board of Trustees was appointed by the authority of the Chief Superintendent and an assessment sufficient to build the new house was levied on the district by order of the Board of Education.

The following districts in the parish of Botsford have taken advantage of the act providing for the distribution of school moneys in this parish, and have made extensive repairs in the school houses and improvements in the grounds: Bristol Corner, No. 16, Portage, No. 17, Little Cape, No. 18, Leger Brook, No. 19, Cape Bald, No. 20, and Chapel No. 21. In No. 16, the interior of the school room has been sheathed and painted and new furniture provided. Other districts in the parish contemplate making improvements during the coming year. General improvements have been made as needed throughout the various districts of this Inspectorate.

In the Richibucto Grammar School, Mr. A. E. Pearson was appointed teacher of Grades VII and VIII, beginning in January last. In the Moncton High School, Mr. McNally succeeded Mr. McLean in August. Mr. R. D. Hanson resumed charge of the Petitcodiac Superior School. Mr. H. B. Steeves was appointed Principal of the Dorchester Superior School. and Mr. Charles B. Richards of the Bass River Superior School in August.

GENERAL REMARKS.

Ventilation.—This is a matter which does not hold the place of importance in the minds of teachers, trustees and parents, which its importance demands. In perhaps one-half of the school houses instead of the windows being so that they can be lowered from the top, and thus provide the only proper means of ventilation available, they are securely fastened and in many instances cannot even be raised. Even when provision is made for lowering the top sash, teachers either through ignorance or carelessness do not make a proper use of this means of ventilation. They either close the window entirely or open it five or six inches and thus allow a rush of cold air to blow directly on the pupil. For ventilation in cold weather the upper sashes of two or more opposite windows should be lowered so as to make a very small open space at the top and should be kept in that position during the whole day. This is much better than throwing windows and doors open at short intervals and thus admitting a rush of cold air which will cause a chill on the pupils, especially the smaller ones.

The proper care of the wood is a matter which does not receive the attention it should. As a rule good wood is provided, but instead of being housed it is allowed to remain exposed to the autumn rains and winter snows It seems difficult to convince Trustees and ratepayers that it is good economy to provide a woodshed. In some instances even where a proper woodshed is provided the wood is allowed to remain exposed to the storms.

It is pleasing to note that an increasing interest is being taken in decora-ing the interior of the school rooms. As noted in my report of last year se school rooms are entirely void of pictures or some decoration on the wall some rooms being very tastefully decorated. I wish I could report as favor-ably of the school grounds. These in many instances are not as well cared fo as they should be. A little more effort on the part of the teacher in enlistin the co-operation of the pupils in this matter would be productive of goo results.

As a rule the discipline in the schools is all that can be desired. Oc-sionally however I find a teacher deficient in that most essential qualificatio the ability to govern. In all such cases the results show that the lack of th qualification is a very serious drawback and that good work and disord cannot go together.

Some defects in teaching.—One defect which I have noticed is the hab which some teachers have of dividing their attention between two or even mo than two subjects at the same time. I have seen teachers attempt to hear lesson in reading, correct a slate exercise, and tell pupils who were studyin their lessons the pronunciation of words all at the same time. This I ne hardly say is not and never can be effective teaching. Another defect is th apparent lack of ability on the part of the teacher to devise new ways of doin things. The same routine in all subjects is followed day after day, and whe the results are not so good as might be expected the method is blame Children must have variety in order that the interest may be sustained. La of punctuality on the part of the teacher is another drawback. The regulatio requiring teachers to be in the school room twenty minutes before the time fo opening should be strictly enforced by every Board of Trustees. Teachers wh complain that they have not time enough to teach all the subjects can sav time by making preparation for the lessons before school is opened. Failur to review more frequently is the frequent cause of failure to secure thorough-ness and efficiency.

Parents.—As a rule I find parents willing and pleased to give good an faithful teachers their just mead of praise, and where dissatisfaction exists the is generally some fault on both sides. Occasionally, however, the criticisms o the parents seem unfair and unjust.

Trustees.—Some Boards of Trustees do not seem to realize the moral obli-gation resting upon them to expend to the best advantage the money take from the ratepayers. In some districts the Trustees will employ and continu in their employ teachers whose inability to properly conduct the school is ap

parent to all. While this is true in a few cases it is pleasing to know that in most cases an honest effort is made by the Trustees to secure the best teachers available.

While I have referred to some defects in the schools and shortcomings on the part of teachers and Trustees, I do not wish to be understood as implying that these defects are at all general. The great majority of teachers in both graded and ungraded schools manifest a disposition to do the very best work possible and do succeed in very many instances in doing excellent work.

The good effects of Arbor Day may be observed in many instances, principally in the improvement of the condition of the interior of the school room. Usually the annual scrubbing is done on this day, besides out door improvements of various kinds.

The Kent County Institute met at Harcourt, on the third and fourth of October, and although the weather was unfavorable the attendance was good, and the program was successfully carried out. Too much cannot be said in praise of the citizens of Harcourt for the hospitality extended to the members of the Institute. The Westmorland County Institute met at Shediac on the tenth and eleventh of October. The attendance was large and a good program was carried out.

I have the honor to be, Sir,

Your obedient servant,

GEO. SMITH.

INSPECTORAL DISTRICT, NO. 3

R. P. Steeves, M. A., Inspector, Sussex, K. C.

THIS DISTRICT COMPRISES THE COUNTY OF ALBERT, THE COUNTY OF KINGS EXCEPT THE PARISHES OF WESTFIELD AND GREENWICH, AND THE COUNTY OF QUEENS EXCEPT THE PARISHES OF CANNING, GAGETOWN, HAMPSTEAD AND PETERSVILLE.

J. R. Inch, Esq., LL. D.,
Chief Supt. of Education,
Fredericton, N. B.

Sir:—Following is my Report on the condition of the Public Schools in Inspectoral District, No. 3, for the year ending December 31, 1901.

ALBERT COUNTY.

About the usual number of schools has been in operation this year. Some districts in remote sections customarily keep their schools closed during the severe winter months. Owing to scarcity of teachers many of these had difficulty in securing teachers in early spring and some schools for this reason were not open at all during the winter term. Generally speaking, the schools are in a progressive and satisfactory condition.

GRADED SCHOOLS.

The Hillsboro Superior School, in which there are now three departments, has fully demonstrated by increased success, that enlarged accommodation was a necessity. Mr. Lewis J. Folkins, B. A., Principal, Mr. Fred. S. James, B. A., Intermediate, and Miss Beatrice Steeves, Primary, were the teachers employed during the winter term. At the beginning of the summer term Mr. James became Principal, and Miss Deborah Bishop assumed charge of the Intermediate Department. The school house as repaired and enlarged, presents a creditable and somewhat impressing appearance. The new rooms have been beautifully finished and are very pleasant and attractive. Public interest in the school has been stimulated and it is the wish of the Trustees, I am satisfied, that nothing within reasonable bounds shall be left undone that will contribute to thorough efficiency.

The repairs on the Surrey school house have made it fairly comfortable and pleasant. Material conditions for successful work now exist in a great degree than for a long time past.

The school house at Dawson Settlement has been arranged for two departments. Both schools exhibit very good work. The primary work which suffered most while the school was ungraded has, with improved accommodation, made rapid strides toward advancement.

The school at Demoiselle Creek continues to prosper. Both departments are fairly efficient. All the above named schools are in the Parish of Hillsboro.

Mr. H. H. Stuart became Principal of the Hopewell Hill Superior School at the beginning of the year. When I visited the school he had been there for but a time I am scarcely in a position to speak decidedly of his work. The Primary department efficiently conducted by Miss Grace McGorman has a very small enrollment.

The Hopewell Cape School has an advanced department of excellent merit. The Primary department is not for various reasons worthy of such commendation. I understand that Mr. W. C. Jonah, Principal, is now retiring to take that advanced course of study.

The Riverside graded school is doing the best possible under existing conditions. The interior of the house is not either convenient or satisfactory, but nothing better can be expected until a new building is erected.

During the winter term Mr. J. T. Horsman, B. A., was Principal of the Upper School. On his retirement Mr. W. M. Burns, was appointed for the summer term. Miss Atkinson continues in charge of the Primary department. The school is a large one and steadily growing. If Districts Nos. 2 and 10, Riverside and Albert, could be induced to unite forces and build a central school there appears no reason why one of the most successful schools in the County should not be operated at a comparatively small expense.

Harvey Corner, one of the largest graded schools of two departments in this Inspectorate continues to do a very good class of work. The interior of the school house and the school furniture are in a dilapidated and unkempt condition. The supply of apparatus has somewhat increased.

I regret that I have been unable during the year to visit the Alma Grammar School and the Elgin Corner Superior School. The former in charge of Mr. Colpitts, a very capable and experienced teacher, is no doubt being satisfactorily conducted.

UNGRADED SCHOOLS.

There are many large and important ungraded schools in this County among which may be named those at Point Wolfe, Waterside, Lower Cape, Weldonville, Pleasant Vale, and District No. 1 Coverdale. In most of these

very excellent class of work is being done and the same may also be s the work in many smaller schools.

It appears to me that the devotion and industry of the teachers and th interest of Trustees and ratepayers in securing the best possible equipment o their schools is every year increasing. Seldom does any unpleasantness occu The work of inspection is in almost all cases one of pleasure. I am able an to say that almost uniformly, recommendations to school officers have bee considered and carried out.

The County Institute convened at Hillsboro' in June. It was a profitabl and successful gathering. A well attended public meeting on Thursday even ing, was presided over by C. J. Osman, Esq., M. P. P. Addresses were give by the Chairman, Principal J. M. Palmer, of Sackville, Dr. George U. Hay and others.

KINGS COUNTY.

Perhaps not as large a number of schools has been maintained during th entire year as in some years, but almost all the districts have had schools durin some part of the year. Scarcity of teachers and other causes, among whic may be mentioned the opinion that prevailed in some sections that small school would not be recognized by the Board of Education, contributed to cause thi state of affairs. In districts where there are but few children to attend scho there is usually a number of ratepayers personally interested in having th school closed down. It is thought that if there is no school the assumed extr expense of carrying the children to the next school will deter those rate paye who want a school from demanding and securing their rights to school priv leges. Probably in a short time the law will come to be better understood an more pronounced demands by ratepayers, who have children to send to scho will be made. There are some sections in this county where the centralizati principle should work with good effect.

GRADED SCHOOLS.

All the graded schools were visited during the year

Mr. G. C. Crawford B. A. Principal, and Mr. Guy McAdam, secon master of the Sussex Grammar School, retired at the close of the winter term They were succeeded by Mr. Wm. Brodie, M. A., and Mr. Folkins who taug in Hillsboro during the winter term. The School Board is to be congratulate upon having a very competent staff of seven teachers. It is to be regrette that the attendance of pupils in tenth and eleventh grades has in the last ye or so considerably decreased

In the Superior Schools at Penobsquis, Apohaqui and Bloomfield, the enrolment of pupils in the various classes of the advanced departments has been very small. Under the existing conditions, however, very good work has been done in all of these schools. The Primary department at Bloomfield is also very small. It would appear advisable to annex to Apohaqui the small districts Second, No. 13, Sussex, and Riverbank, No. 26, Studholm, etc., lying west of Apohaqui on both sides of the Kennebecasis. Perhaps also Penobsquis District might be enlarged by the addition of No. 2, Cardwell. Some districts contiguous to Bloomfield might be added to it.

The Superior School at Hampton, is large and progressive. Mr. Rex Cormier is the Principal and Miss Frances Prichard teacher of the Primary department. The Intermediate department of the Hampton Village School has now somewhat larger accommodation though not what might be desired. It is however, the best that can be done with the present building. Too frequent changes in the Principalship militate against the success of this school. Mr. Kelly a former Principal, is again in charge.

Owing to overcrowding it was found necessary to grade the Havelock Superior School into three departments. Without doubt better work will be done because of the change. The Intermediate department is located in too small a room to be comfortable or satisfactory. Mr. Aaron Perry, B. A., has been the Principal during the summer term.

Nothing has occurred in the graded school at Norton Station to require comment. The teachers remain as last year. The Primary department has a very large enrollment.

In the school at Sussex Corner the two departments are in enrollment about evenly balanced, At the time of my visit the attendance was very good in both and the work showed that under the present teachers advancement had been made.

UNGRADED SCHOOLS.

There are many large ungraded schools in this County, prominent among which are those at Waterford, Anagance Ridge, Lower Ridge, Newtown, Lower Mill-stream, Jeffries Corner, Hillsdale, Upham, Hatfield's Point and Nauwigewauk. Much excellent work is done in many of the ungraded schools, but in some, particularly among the large schools, the character of the work is not entirely satisfactory. This arises chiefly from the fact that one teacher is required to teach too many classes and pupils. In many cases it is difficult to lead Trustees to see the need of employing assistant teachers. The extra expense is

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spired by teachers on this day, though it must be admitted that very much f the time spent in setting out trees is not profitably employed. This is beause in many cases school grounds are not enclosed and also because Trustees o not always recognize the value of caring for and protecting school property. Vhatever improvements to school grounds are made on Arbor Day are freuently within eight or ten days destroyed by cattle.

Four hundred and twenty trees, ninety-five shrubs and one hundred and xty-six flower beds were reported from one hundred and thirty-five districts.

Thanking you for your kindness and forbearance towards me during the ast year.

I am, your obedient servant,

R. P. STEEVES.

INSPECTORAL DISTRICT, NO. 4

W. S. Carter, A. M., Inspector, St. John, N. B.

THIS DISTRICT EMBRACES THE COUNTIES OF ST. JOHN AND CHARLOTTE, AND THE PARISHES OF WESTFIELD AND GREENWICH, IN KINGS COUNTY.

J. R. Inch, Esq., LL. D.,
Chief Supt. of Education,
Fredericton, N. B.

Sir.—I beg to submit the following Report for the year ending Decemb 1901:

I have been able to cover my district fairly well during both terms.

The winter term was the most severe in my experience. The month February and part of March have not been surpassed in many years for storm and depth of snow in the southern part of the Province. It greatly impede me in my work and seriously affected the school attendance. I was unable reach a few schools. Some that I did visit had no pupils in attendance and two or three cases, after coming on the highway opposite to the school hous I was unable to get my horse to it.

During the summer term the smallpox broke out in the City of St. Joh and later, spread to the vicinity. It resulted in the closing of some of th city schools as well as a number in the country districts, while the attendan scare, caused the attendance to fall off to such an extent, that at one time seemed to me, they should have all been closed.

These drawbacks coupled with the scarcity of teachers which has prevail during the year and on account of which some schools remained closed, mu have a disastrous effect upon statistics.

As this is my year for reporting each parish, I will make that the mo prominent feature. It is difficult to keep in view all the good work done in year by teachers and Trustees, and any omissions will not be intentional.

LEPREAUX.

Mace's Bay supports a school regularly. The vacations are not as long formerly. Many improvements have been made, and more are needed. Littl Lepreaux, which was closed for some time, has supported a regular schoo Some good apparatus has been purchased, but outbuildings are much needed Lepreaux Village has had a school half the year The number of pupils

small, but as it is again to become a milling centre, I hope the place will improve. The house needs painting.

The school at New River Mills has been operated part of the year. There are now but three or four pupils to attend. The house is kept in good repair.

PENNFIELD.

Miss Mary Hawkins, Teacher in Pennfield Centre for nearly ten years, retired with the good wishes of all in the district. She has been succeeded by Miss Lily Boyd. The house at Beaver Harbor has been painted. In this district the Primary School is kept in regular operation, but owing to the work in the sardine factories, the Advanced Department is closed part of the time, and it is often difficult to get a teacher in the middle of the term.

Coldbrook school is small, but in good condition. Owing to the exertions of the teacher, Miss Laura Boyd, a handsome flag has been procured for the school. Black's Harbor has a large school, but it is very poorly housed. A new school house is needed.

Seely's Cove has also a large attendance with good surroundings. This district has been unable to secure a teacher for the summer term. Pennfield Ridge has supported a regular and satisfactory school.

ST. GEORGE.

The schools in the village are in a healthy condition, the attendance at the High School is very large and beyond the capacity of the room. Mr. W. M. Veazey retired during the year, with the esteem and good wishes of all. He has been succeeded by H. E. St. Clair, a young man with an excellent record as a teacher.

There is need of some good apparatus to replace that which is old or worn out.

Head of L'Etang has had a fair school. Breadalbane has provided new furniture. The school in this district is very small, and I think it would be to the advantage of all concerned if the pupils were conveyed to St. George Red Granite has added some good and necessary apparatus. Bonny River supports an excellent school. Through the exertions of Miss Lucy McKenzie, the teacher, a flag, slates, etc., have been added. Second Falls supports a school part of the time. Elmcroft, Somerville, Red Rock, Piskahegan and Pomroy Ridge, are isolated districts with few children and limited resources. Most of

these have kept a school in operation during part of the year. They are far apart to centralize.

Miss Sadie Carson, teacher at Caithness has been instrumental in procuring for that district a flag pole and slate black boards.

Mascarene and Back Bay have had difficulty in securing teachers for whole year. The school at Letete has much improved in all respects under tuition of Miss M. Lizzie Knight. Through her exertions a flag, diction slates and other apparatus, have been added to the school.

Upper L'Etang has had a fair school, the attendance is small L'E has had a good school as usual. Roix has operated a school the usual t Some improvements are necessary.

ST. PATRICK.

Lower Bocabec has made many improvements of late, and while the a have been well intentioned some of them have not been to the satisfacti all. Bocabec has had a good school. In no district in the county have intelligent and praiseworthy efforts been made by ratepayers, Trustees teachers to improve school grounds and premises, than in McMinn, No The grounds have been most tastefully laid out and the interior of the ho decorated. Some excellent apparatus has been added and it is proposed provide modern and up to date single sittings and desks. Miss Florence C ningham, was the teacher in charge, when most of the improvements w made. The school at Elmsville has been intelligently conducted as usual, attendance is not large. Clarence Ridge has supported a fair school. It is of the few districts within my knowledge that has a complete set of regis since the school law. At my request the trustees have had them bound, a most interesting and instructive volume it is. It was regarded with much terest at our last County Institute. McCullum could not procure a tea during the summer term, which is to be regretted. The grounds have been proved and fenced. The grounds of Digdeguash Mills have been fenced the energy of Miss Effie Crawley, the teacher, has supplied some excellent paratus. Owing to the destruction of the bridge at Salt Water, only half of children were able to attend school during the summer term.

DUMBARTON.

The school in No. 1 is irregularly supported, and little interest seem be taken in it. The Trustees are very careless about the surroundings.

The house at Frume Ridge has been painted and a fair school maintai

Provision has been made for a new house at Whittier Ridge, but up to his time the selection of the site has been an obstacle. I hope that it may not prove so long, as the house is badly needed. Through the efforts of the eacher, Miss Mary Hawkins, the school has been supplied with a fine globe and other apparatus. Sorrell Ridge has supported a school as usual and some late blackboard has been added to the apparatus. Rolling Dam has maintained the excellent reputation of its school under Miss Florence Downing. One young man from this school successfully passed the preliminary for first class and another came within a mark or two of doing so. The house has been painted and through the efforts of the teacher and others a fence in front has been provided for. Greenock has had a good school and through the exertions of Miss Margaret McNabb, many improvements have been made.

The house at Dumbarton has been repaired, the grounds graded and slate blackboards added. Tryon has made the usual effort to maintain a good school.

ST. DAVID.

The school at Tower Hill has been vigorous and regularly maintained. he school in No. 2 is not well attended. Lever has a good school and much nterest is taken by the ratepayers. Through the exertions of Miss Priscilla Reid, many improvements have been made. Not much interest is taken in chool matters at Meadows and this spirit in the past has probably had much o do with the disposition of the rising generation to commit depredations upon chool and other property. Good schools have been operated at Hill's Point nd Oak Bay. The first term was a stormy one at Regan's Corner, but not a pple has disturbed the excellent work of the second. Some repairs have been nade in No. 7, and more are needed. The same may be said of No. 8. Bay oad permits too many entertainments to be held in its house for the good of e premises and apparatus. Miss Waldron, the teacher, while in the district, as most active in promoting its interests.

The school at Moore's Mills continues to furnish an excellent opportunity o those desirous of obtaining advanced education, and it is taken advantage of o such an extent, that probably more students are prepared by it than any ther school in the County. Many improvements have been made during the ear. Mr. H. E. St. Clair retired to accept the Principalship of the St. George chools and was succeeded by Miss Bessie Colwell, A. B.—a most successful acher.

ST. ANDREWS.

The schools in the town are efficiently conducted as usual. The a
ance is not as large as formerly. Mr. J. A. Allen, the present prin
performing his duties with much acceptance to all interested.

The school at Chamcook has been operated for a longer time than

ST. CROIX.

Lower Bayside supports a good school, but its house and grounds
up to the importance of the district. The same may be said of Upper B
but in this district I think there is a well defined intention to bring abo
provement. Rankin's Mills has greatly improved the interior of its hou
the furniture is still very poor. It is to be regretted that this distric
not secure a teacher for the summer term. Waweig, No. 5, has made ma
improvements since my last report. A furniture has been purchased, the
of the house has usefully been raised and by the exertions of the teache
Farmer Clark's school, an excellent apparatus has been procured. O
new furniture and [illegible]. Miss Mabel Jones, has been able to sup
excellent interest at [illegible]. The Rev. Hunter Boyd, the Presbyterian
minister in this locality takes a deep and intelligent interest in the welfare
schools with excellent results.

[illegible]

Chocolate Hill has procured new furniture and apparatus. The house
Ridge has been repaired and excellent outbuildings erected.

ST. [illegible]

[illegible] Wolf's [illegible] house during the year. It was made
[illegible] good order. The same is true of
[illegible] Moore's Mills or Old Ridge.
[illegible] No. 3, Meredith, has experienced
[illegible] much [illegible]
[illegible] harmony, with somewhat [illegible]
[illegible] Miss Bertha Lewis, the
[illegible] flag and some apparatus.
[illegible] has painted and repaired
[illegible] McCann, at Lawrence, is
[illegible] school and apparatus.

ment from the service. Basswood Ridge has a small but excellent school sends out some good pupils.

The schools at Canous and Beaconsfield are small, but fairly efficient, mroy Ridge needs a new house and better furniture. There is a good. ool on the Scotch Ridge. The grounds at Little Ridgeton have been fenced a fine standard dictionary has been supplied. There was no school at Lower Little Ridge owing to the inability of the Trustees to obtain a cher.

ST. STEPHEN (PARISH).

There is a good school at Mayfield, and the exertions of Miss Blanche bitt, the teacher, have provided it with excellent maps of the Dominion and mispheres. There is a small school at Barterville which should unite with yfield. Moannes has a small school, well housed and furnished. Upper ls has painted its house. Heathland has rebuilt and enlarged its house. cklands and Old Ridge have had excellent schools. There has been no ool during the year at Valley Park. There are few pupils.

GRAND MANAN.

The schools in this parish have all been regularly and satisfactorily oper-ed. The few pupils at the Fog Whistle school have been conveyed to the ntral school at North Head, thus doing away with the necessity of maintain-ng a school there.

The Superior department at North Head does not in my opinion do the ork, that should fairly be expected. The attendance is irregular and pupils o not remain to enter and complete the work of the higher grades. The High School entrance examinations have not been taken. I think there should be reater enthusiasm and interest created in the work and that more advanced upils should be graduated.

Much interest is taken in Castalia in the improvement of school grounds, d the house and grounds present a very attractive appearance. The practice maintaining a graded school during part of the year and an ungraded the re-aining part has a confusing affect upon the work.

Woodward's Cove has had a fair school, which has been operated more re-larly than formerly. There is a disposition in this district to maintain a etter school in the future.

Grand Harbor has been as heretofore, one of my most satisfactory districts. well, costing $90.00 has been dug on the school grounds, which have been

fenced and much improved This district obtained first prize in the competi among the Island districts, for the greatest amount of improvement to sch grounds and premises during the year. Mr. J. S. Lord and Miss M. Ganong were the teachers during the first term, and Mr. R. L. Carson and M Katie Wooster, during the second term.

The schools at Whitehead were in better condition than I have ever s them previously. Seal Cove has a very large school, and has done satisfact work. Two Islands and Deep Cove do not operate the whole year, but t make the most of their opportunities.

CAMPOBELLO.

The school at Welshpool is still under the efficient managem of Mr. A. W. Hickson, who has become a factor in the community. T grounds are easily the best on the Islands, but as all the improvement was made in one year, they did not rank for the prizes. In this district, the experiment in centralization in Canada has been successfully inaugurated. school at Snug Cove has been closed and the pupils conveyed to the cen school at Welshpool.

Wilson's Beach has a very large school, with an irregular attendance. Head Harbor, the house has been painted and many additions made to app atus and appliances. Much of this is due to the efforts of the teacher, Myra Lank.

WEST ISLES.

Indian Island has a small school which is kept open only part of the y The pupils in this district, considering their opportunities, display more t ordinary capacity. Chocolate Cove has had a good school throughout the y Considerable improvement has been made in the surroundings. Leonardv has had a good school. Miss Ella M. Hay has been most painstaking in efforts to improve the grounds, and a good fence has been built. The house also been painted. This district has naturally the best school grounds on Island. Richardson and Lord's Cove support excellent schools. In both tricts many improvements have been made. Lambert Town has added s good apparatus. The house at Lambert's Cove has been enlarged and pai and through the exertions of the teacher, Mr B. W. Robertson, a fine b case has been provided and a good beginning made toward a library.

Fair Haven surpassed all the other districts on the Island in improvem made during the year in school grounds and premises. The initiative in was largely due to the teacher, Mr. Louis H. Baldwin.

The school at Northern Harbor was closed at the time of my visit, owing the illness of the teacher. Bean's Island had a school during the second rm.

ST. STEPHEN.

The most notable step in advance in the St. Stephen schools, made recently, as been the introduction of water and sewerage into all the school buildings. had expected from the sentiment which seemed to prevail in the town a year two ago, that before this, modern business training would have been introced into the schools as a substitute for Latin and Greek—nothing has as yet en done in that direction, though I think it has not been lost sight of.

MILLTOWN.

The schools in this town have maintained their usual high standard and gularity of attendance. Much interest is taken in them by trustees and citi-ns and this is reflected in the work of the teachers. It was my privilege to end the graduating exercises there in June. They were held in the new and nmodious Presbyterian church which was filled by the people of the town on e very warm June afternoon. For enthusiasm, and elaborate detail, I have ver seen their closing exercises surpassed.

The enrolment in some of the lower grade rooms was much too large at e time of my visits in April last.

ST. JOHN COUNTY.

MUSQUASH.—Prince of Wales has had a fair school. The Village of Mus-ash has been the first district in my territory to give encouragement to anual training and at the beginning of next term, Miss Agnes Lucas, the acher, expects to be equipped with three benches. Chance Harbour main-ns an excellent school as usual and it is well equipped in all respects, a rary, globe, chemical apparatus and flag have been added by the teachers, isses McAfee, Norrad and MacVicar. Dipper Harbour house has been im-oved in appearance and some apparatus provided.

LANCASTER.—Both districts at Pisarinco have large attendance and employ st class teachers. Flags have been presented to both by lodges in the place. o. 12 has added to its apparatus and No. 11 has added a class room and been inted.

Mr. W. F. Burns has conducted an excellent school at Mahogany. A e flag and pole have been provided and the house has been painted. All re-

gret the resignation of Mr. Burns. Green Head has a well equipped school. Slate blackboards have been added. South Bay and Sutton maintain good schools – the house in the latter needs painting. Beaconsfield has a well equipped school of two departments. The attendance at these departments does not represent the strength of the district as about half of the pupils attend the St. John city schools. The schools in Fairville and Millford are in good order. A new department is required in Fairville and the resources of Milford have been seriously crippled by the burning of two large mills. Mr. J. F. Worrell has retired from the principalship of the Fairville school to the regret of all interested.

SIMONDS.—The schools at Coldbrook, Brookville and the Nail Factory are not as vigorous as they should be. The burning of the Rolling Mills has been a serious loss to them all. It seems curious that in those districts near a large town the same interest in good schools does not exist as in those further removed. The example of the town should prove contagious, but the reverse is the case.

Golden Grove has made decided improvement. The schools at Little River, Red Head and Mispec have been repaired and painted. Silver Falls has repaired its house, put in hard wood floors and the teacher, Miss Ella M. Wetmore, has provided a handsome flag and pole. The flag was raised for the first time on Empire Day. Lakewood has repaired and painted its house. This school and those at Coldbrook and Red Head were closed for a time on account of small-pox and the attendance in most of the schools in this parish was affected by the same cause. Loch Lomond has painted its house and Miss Miller has had the grounds fenced at Willow Grove, and made other improvements. Garnet needs a better house. The houses at Black River and Gardiners Creek have been painted. Grove Hill and Otter Lake could not secure teachers for part of the year and Upper Loch Lomond is closed partly owing to small attendance and partly to lack of interest.

ST. MARTINS.—Bain's Corner, through the exertions of the teacher, Miss Katie McPartland, has had its fine grounds fenced. All in the district have willingly assisted and next year it is hoped that some experimental gardening will be done. The house has also been painted. Miss McPartland has left her impress in the way of improvement upon every district in which she has been engaged. In conjunction with Miss Hannah Floyd, teacher, at Fairfield – another progressive district,—a united school concert was given, by which $4 was raised. The proceeds have been divided and are to be devoted toward a school library in each district.

Shanklin needs a better house. Some new furniture has been provided. A teacher could not be procured for the second term.

The schools at Hanford Brook and Hardingville are small. The death of Mr. John Kirkpatrick, who as trustee and secretary in the latter district, ever took an intelligent interest in the school, is much regretted. The school at Wood Lake is closed—the majority of the pupils attending school at the Mountain. Miss Mary F. Cremor, the secretary, continues to take a deep interest in the well-being of No. 30 and the house and surroundings are very attractive. The houses at Quaco East, Greer and Salmon River have been painted or improved in other ways.

Something has been done in the way of improvement to the Quaco schools and more is required. Mr. W. L. McDiarmid bids fair to prove a worthy successor to Mr. George J. Trueman. but the work in the advanced department requires an assistant.

CITY OF ST. JOHN.—Space will not permit me to give a detailed report of all that has been done in St. John city. The Board has been very active in all that pertains to externals and some very fine buildings have been erected. I have already reported upon the Aberdeen, Alexandra and High School buildings. I have pleasure in reporting another this year, viz: the La Tour, which is located on the West Side and will soon be ready for occupation. I have not visited it recently, but I am informed that it is fully the equal of any of its predecessors. I had hoped this year to be able to report progress in the way of a building to replace the old Madras and I think some steps have been taken in that direction. If one wished to contrast the surroundings of fifty years ago with those of to-day in regard to schools, he would find it suggestive to visit the Madras and the Alexandra schools. I am glad to be able to report that the Douglas Avenue building has been connected with the sewerage system of the city during the year. I think in a city of the importance of St. John, employing 150 teachers, that there should be some organization among them for the purpose of mutual assistance and improvement. Nearly every other profession or trade has such an organization, which gives it strength and standing in the community. In many cities, during the winter, a course of excellent professional lectures is established and supported by the teachers. In St. John the teachers seldom or never meet for any purpose, and are hardly acquainted with each other. Trustees and parents should also take more frequent opportunities of meeting with teachers. It would be a good plan and a profitable one to the city, if, in two or three of the fine new buildings, a room were set apart in each for a library, reading room and place of meeting for the teachers

of that section of the city. I believe if the teachers should ask for this, the request would receive a favorable consideration at the hands of the Board.

Time did not permit me to visit the High School in St. John during the year.

KINGS COUNTY.

WESTFIELD.—Westfield Beach has painted its house and made other improvements. Public Landing has painted also and built new outbuildings. DeVeber has added to its appointments. Cheyne has been running smoothly.

On the eastern side of the river, Carter's Point, Land's End and Bayswater have had their houses painted, and Sea Dog Cove has made considerable improvement.

GREENWICH.—Considerable very necessary improvements have been made to the house at Upper Greenwich. New furniture has been supplied and many other improvements and repairs have been made at Brown's Flats. In this district and that at Round Hill, teachers could not be procured until late in the second term.

TEACHERS.—Teachers have been very scarce in my district during the year. A few local licenses were issued, but even then ten or a dozen schools could not obtain teachers. The outlook for an increased supply very soon is not bright. Times have been fairly good and the demand for workers in business offices and hospitals has attracted many of our teachers. The higher standard of qualification required necessitates preparation for Normal School at a distance from home in many cases, so that it is becoming more expensive to train for teaching, and fewer are turning their attention in that direction. The only remedy for this is the payment of higher salaries locally and the scarcity is already bringing this about in some degree. In the whole province, there are only three men in the educational service, who are drawing salaries of $2,000 or upwards—an amount that would be considered very moderate by any other successful professional man, and entirely insignificant by those on the highest rungs of the ladder, which is the place of these three in the educational service. Yet in education training and ability, as much, if not more is required of teachers than in any other walk in life. In the face of this it is not surprising that young men and women are not attracted toward teaching, or having entered upon it, do not remain long in the service.

THE SCHOOL DISTRICT.—While I have been able to indicate some of the improvements made in the different districts I have not done so by any means fully. I can only say that as usual my district is indebted for much to the

initiative of a very energetic and progressive staff of teachers, who spare no effort to promote the interests of the schools.

There has been the usual crop of difficulties to adjust, but with the exception of the two elsewhere mentioned all have been arranged. It will take a little time to define the exact amount of property belonging to each district under the new plan of assessment.

FORWARD STEPS.—I regard the successful experiment of the Trustees of Walshpool, Campobello, in conveying the pupils from Snug Cove to the central school as a decided step in advance and a useful object lesson for the future. The cost has been little more than half that of supporting the separate school, and in a letter I had from Secretary Mitchell a few days ago, he stated that the plan was giving the utmost satisfaction. The names of the trustees in this district are: J. F. Calder, Silas Mitchell and L. P. Simpson. The teachers are: A. W. Hickson and Miss Mary Mitchell.

If we can combine the advantages of the graded school with the environment of the country district a great good will have been brought about.

It was my privilege to spend a month of the summer vacation as a pupil of the Manual Training School, under the excellent principalship of Mr. E. E. MacCready, and I do not think I have ever derived more profit and pleasure in the same time than from my attendance at this summer school.

There was a large and very attentive and diligent class. The feature that interested me most was a class consisting of fifteen boys from the public schools. Not one of these boys dropped out during the month, though their attendance was purely voluntary. Their hours of work were supposed to be short, but some of them were present early and late, and in attention and interest they were an example to us all. It seems to me that the training of the hands must in the future go along with that of the head, and that this kind of work must become a feature in our education. If we can gain the same, if not better, results in education along utilitarian lines, by all means let us do so. While the St. John authorities did not show as much interest in the work of the school as might have been expected, the general public and the press gave evidence of their hearty approval. It is to be hoped that the school may come to St. John again next summer.

From my observation of her excellent work at this school, I was able to assist the Trustees of Musquash to secure the services of Miss Agnes Lucas. She has awakened such an interest in the district, that with the assistance of Surveyor General Dunn, she will be able to have equipped three benches for work at the beginning of next year. These benches have been contributed by

Prof. Robertson, at the request of Principal MacCready, who has taken a deep interest in the work at Musquash.

The prizes given by Mr. F. A. Holmes, a former teacher, for the greatest amount of improvement during the year, made by schools in the Island Parishes of Charlotte, were won by Grand Harbour and Fair Haven. There was considerable competition, and Mr. Holmes has offered to repeat the prizes of $10 and $5 the coming year. I would be glad to see his example imitated.

COUNTY INSTITUTES.—No County Institute was held in St. John during the year, as there seemed to be sufficient reasons for postponing it.

In Charlotte, it was held in St. Stephen. The enrolment was 117 teachers. There were in addition many former teachers, school officers and parents The meeting was of great practical value. The discussion on "Home Lessons" which followed a very bright and sensible paper written by Mrs. Samuel Johnston, a talented lay woman of St. George, was especially animated and suggestive. Mrs. Irving R. Todd, one of the Trustees of Milltown, presided with tact and dignity.

It has been determined to hold the next session of the Summer School of Science in St. Stephen. It will without doubt be a large and notable gathering and I hope that all my teachers will endeavor to be present at its meetings, as such an opportunity is not likely to present itself again soon, so near their own homes.

Respectfully submitted,

W. S. CARTER.

INSPECTORAL DISTRICT NO. 5.

H. V. B. Bridges, A. M., Fredericton, N. B., Inspector.

THE DISTRICT EMBRACES THE COUNTY OF YORK, EXCEPT THE PARISHES OF CANTERBURY AND NORTH LAKE, THE COUNTY OF SUNBURY, AND THE PARISHES OF CANNING, GAGETOWN, HAMPSTEAD AND PETERSVILLE IN QUEENS COUNTY.

J. R. INCH, ESQ., M. A., LL. D.,
Chief Supt. of Education,
Fredericton, N. B.

I beg leave to submit my Report of the condition of the Public Schools in my Inspectoral District for the twelve months ending 31st Dec., 1901.

In my last Annual Report I made mention of the fact that the supply of teachers was not equal to the demand on the part of District School Boards. I am sorry to say that the present condition of affairs in that respect is not improved, as I have had occasion to recommend several candidates for local licenses in the Counties of Sunbury and York. These teachers in the majority of instances were in possession of an expired 3rd Class License, or had passed the Normal School Entrance Examination, and I am glad to report that they were doing good work. I have found, also, that the number of pupils in preparation at school for the Normal School Entrance Examination is still diminishing and it is not probable that there will be as many candidates presenting themselves for examination in 1902 as in the past, in this Inspectoral District.

New school buildings have been completed and school opened in them in five School Districts, viz: No. 9 Petersville, No. 4 Lincoln, No. 9 Manners Sutton, No. 5 Northfield, and No. 6 Gladstone.

These School Districts are all of low valuation, but the houses erected are very creditable, and fully adapted to the needs of the district.

The building in No. 9 Petersville, is one of the very best school houses in Queens County. and is furnished with slate black boards. Much credit is due Mr. J. A. Fowler, the Secretary of the Board of School Trustees in this district, for the active interest he has displayed in providing the children of the district with such a building. The house in No. 4 Lincoln, is also worthy of special mention.

The house in Stanley Village has been remodelled to permit the operation of two departments.

A new school house has also been erected at Morrison's Mills, by the Board of School Trustees of the City of Fredericton, in place of the one which was destroyed by fire.

The usual amount of repairing, painting, etc., has taken place during the year, and in many districts through the vote of the ratepayers at the Annual School Meeting there has been expressed the intention of doing something in this direction another year. It takes a good deal of repairing, painting, and improvement, too, in apparatus, to keep pace with the ordinary wear and tear of the school room, and the defacement of the weather.

The improvement in school apparatus has been made largely through the exertions of teachers in getting up entertainments of which I have several times before had cause to report upon.

Modern up-to-date maps of the Dominion of Canada are being provided in many districts as well as maps of the British Empire.

CITY OF FREDERICTON.—The usual state of efficiency has been maintained by the departments of the schools in this city. The principals of the different schools are very enthusiastic in their work, and spare no pains in the discharge of their duties and the teachers in the elementary grades cannot easily be surpassed in the excellent character of their work in teaching.

The High School under the same teaching staff as I have before reported upon, has again shown the excellent character of the work done by the very high standard which the pupils attained in the University Matriculation Examination.

Miss Mary Phillips was compelled during the year to resign, owing to ill health, and spend the winter elsewhere. Her position in the Model School has been filled by Miss Nicolson who had been teaching the same grades in the Charlotte Street School, Miss Nicolson's position being filled by Miss Annie Taylor, B. A., of the Keswick Ridge Superior School

GAGETOWN.—Mr. D. L. Mitchell, B. A., has remained in charge of the Grammar School here. Several pupils from this school passed the University Matriculation and others the Normal School entrance in June last

SUPERIOR SCHOOLS.

MARYSVILLE.—No change has been made in the teaching staff in the different departments of this school. The buildings still remain in much the same condition, and one cannot but hope that in the near future a handsome brick building will replace the several wooden structures now in use. The fine large play-ground is one of the features of this school

ST. MARY'S AND GIBSON.—Mr. J. DeLong resigned his position as principal in June last, to pursue his college course. The position was filled by the appointment of Mr. A. H. Barker of the Fredericton Junction Superior School. Both of the teachers are earnest workers and the school has been under good discipline. Owing to the case of smallpox in St. Mary's, all the departments remained closed the last three weeks of the Term.

HARVEY STATION.—Mr. Clive McCann has conducted the advance department during the year to the satisfaction of the ratepayers. It is to be regretted that the number of pupils enrolled in this Superior School is not increasing. The Primary department has been successfuly conducted by Miss Emily Hunter.

KESWICK RIDGE.—Mr. Coburn Jewett resigned his position last January, to accept a position at Sudbury in railroad construction. Miss Annie Taylor, B. A., was then placed in charge till November last, when she took charge of a department in the Charlotte Street School. The school is now in charge of Mr. Harry Fraser, a successful teacher, who it is to be hoped will remain in the position for some length of time. There have been upwards of ten teachers in charge of this Superior School in the last six years, notwithstanding the desire of the Trustees to obtain a teacher who might remain in charge for some years.

MCADAM.—Mr. Perkins still remains in charge, there being an Intermediate and a Primary department. A great improvement has been made in the past few years in the educational advantages afforded the children of McAdam.

FREDERICTON JUNCTION.—This is the only graded school in the County of Sunbury. Mr. A. H. Barker under whose control the school made substantial progress, resigned in June last to accept the St. Mary's and Gibson Superior School. His place has been filled by the appointment of Mr. H. H. Bridges, B. A.

STANLEY VILLAGE.—This school though not a Superior School, has been under the principalship of Mr. Clarence Sansom who has been untiring in his efforts to raise the tone of the school, and who has been very successful in this respect. It is to be hoped that before long this department will receive the advantage of the Superior School grant.

THE DISTRICT SCHOOL.

I know of no organized school district in this Inspectoral district where a school was not maintained at least part of the year, and the troubles incident

the carrying on of the business of the school district have been of a v
haracter. The teachers themselves in their daily work are doing
hey know, at least in the majority of instances, and employ the be
hey have at hand to assist them in their school work. I think that
ho saw the large gathering of teachers in Fredericton, last Septem
ave been pleased with their intelligent appearance, and the keen
isplayed by them at the Institute. The teachers in the district scho
any ways somewhat isolated and it is hardly necessary to add
arty co-operation of Trustees and ratepayers in this work, and
ortant for the teachers to realize at the start that such co-oper
ends largely on the confidence which they are able to inspire in th
well as children.

That the intelligent teacher in many instances does not receiv
peration in a number of our district schools has been painfully impre
e frequently, and popular approval cannot be accepted, in the case
g, as evidence of genuine merit and success. It is too common, a
nts, thoughtlessly to question the wisdom, even the competency of te
e presence of their children and this frequently leads to misconduc
ars the children's interest and progress in the work of the school.

There is also a growing tendency on the part of some parents in
istrict towards an assumption of control, at least, of some of the
uties of teachers, particularly where the teacher is young and inex
eachers are told authoritatively by parents that they *don't* want thei
ven home lessons, that they *don't* want them to study History, Na
ns, Health Reader Lessons, etc., as the case may be, and for this rea
ften ensues a sacrifice of efficiency and progress. The teachers, to
the alternative of exercising questioned authority, of permitting the
the school to be sacrificed, or of procuring another situation.

For such reasons I think we should welcome any movement to
telligent co-operation of parents and teachers, and anything that ten
rt of the parent, towards generously recognizing the authority in th
hich is requisite for efficient work in the schools.

That the teacher should possess requisite qualifications is of cou
sary condition of success, and there will be greater progress when th
n inspires confidence and hearty co-operation on the part of the pa
ustees. And yet notwithstanding the many influences which retard
the district school and limit its efficiency, and the many criticisms
ssed upon it, we must not forget that in these very schools a large p

f our teachers receive their preparation for Normal School, and attain a standrd of proficiency at the entrance examination which compares favorably with hat of those prepared in our best graded schools.

SCHOOL VENTILATION.

Complaints have frequently been made to me concerning teachers opening doors and windows for purposes of ventilation during the winter months. It is unfortunate that in the large majority of district school houses there is no other means of ventilating the school room except by the doors and windows, and there is not much to suggest that might afford any relief to teacher and pupils in this connection. I think, however, that competent health authorities are a unit in considering that the open window is doing more harm in our schools than impure air. As one physician aptly expresses it:—"Teachers must not forget though foul air is a slow poison a blast of cold air may slay like a sword." Only a few suggestions can be made toward lessening the evils which attend this method of ventilation. Not to lower the windows on the side from which the wind is blowing, that it is better to open several windows a little than one window wide, to lower windows from the top than raise from the bottom, and if the window must be raised that it is better to have a close fitting board to put under it and allow the air to come in between the sashes, are about all the suggestions the best authorities can make.

THE TEACHING OF THE SUBJECTS OF THE COURSE OF STUDY.

Undoubtedly the quality of the teaching varies in different schools owing to the energy, experience and character of the teachers, but I feel confident that the course is being taken up conscientiously by the large body of teachers and that there is real improvement in the way subjects are presented to the mind of the child. There is certainly more appreciation of the degree of excellence which can be attained by the child in the first steps in Reading and Arithmetic, and in the character of the slatework. And I think experience teaches us that in teaching if a good start has been made, and a proper foundation laid in the elements, the road is thereafter much easier.

COMPOSITION.—More attention is being paid to oral expression as well as written expression of thought, and as a result written work is more easily and naturally performed. Nature lessons, History and Geography are all used in teaching this subject, and less formal exercises given.

GRAMMAR.—I cannot say that much improvement is being made. There seems too much formal work, and not enough of the practical and incidental.

WRITING.—Some confusion seems to exist owing to the options of c books, and there does not seem to be enough teaching. The pupil is le himself too much for improvement.

SPELLING.—I find considerable improvement, particularly in written w

NATURE LESSONS.—I have noticed, in a number of schools a diary, so speak, of the observation, of the pupils and teacher with respect to the find or seeing, the first plants, birds, etc., and it has seemed to me an admirable of exciting an interest in this work.

GEOGRAPHY.—Pupils are well drilled at least in this subject, and muc the map drawing is really very good.

DRAWING.—But little object drawing, and yet I have seen some v good work.

SINGING.—Ordinary rote-singing is taken up largely in our district scho the character of the singing is not always good, but it is usually entered i with spirit and some times one is struck with the clear ringing tones of li children, and it is a pity their advantages are not greater. As an aid in veloping the moral tone of a school singing is unequalled.

HISTORY.—The introduction of the new text book will supply to m teachers what they have long felt a necessity.

TEACHERS' INSTITUTES.

The Teachers' Institute for the County of York convened in the Assem Hall of the High School building, on the 19th September. There were pres one hundred and thirty teachers. The Executive Committee of the Que and Sunbury Co. Institute having experienced grave difficulties in preparing suitable program, the teachers of these counties were able, through y permission, to attend the sessions of this Institute, and about sixty took adva age of the opportunity

I do not remember having attended a County Institute where the pap read were of greater practical interest and where the discussions that follow were more animated. The admirable attention given by so large a body teachers contributed not a little in this respect. The address of the Rev. W Ross, B. A., of Prince William, on the Duties of Parents and Trustees, w very highly appreciated. The concluding session was held in the n Assembly Hall of the University of New Brunswick, through the kind invit tion of Chancellor Harrison, and the Museum and new Science Building we opened to the members of the Institute before and after the session.

At a separate meeting of the teachers of Sunbury and Queens the feeli

of the teachers seemed unanimous in favor of attending County Institutes in Fredericton, as it seems impossible to find a place in either county where the large majority of teachers can assemble without overcoming many difficulties of travel.

ARBOR DAY.

The day was celebrated in the usual manner by a large number of schools. The observance of Arbor Day in recent years has done much to awaken an interest in the planting of trees and shubbery in school grounds, but it is a matter of regret that an interest has not also been awakened in the minds of parents and children to care for and protect these trees and shrubs after they have been planted.

The school house and its surroundings, however, cannot be expected to represent more than the average taste and comfort of the community, and where there is not neatness, taste, and some comfort displayed in the home surroundings of the pupil, the teacher will continue to experience grave difficulties in obtaining proper assistance in celebrating Arbor Day, and protecting the trees and shrubs from the youthful vandals who have but recently been removed from the sphere of the school room. The influence of this day is being seen in many home surroundings. One can only hope that its influence in this direction will rapidly increase.

Much satisfaction is being expressed in many districts of low valuation at the change in the School Act which compels all the real estate situated in a school district to pay taxes in that district.

There are several districts in the Counties of Queens and Sunbury where the number of children of school age falls below that required by law. As the majority of these districts are isolated it would seem a hardship to close their schools particularly as they are endeavouring to comply with the regulation with respect to the average attendance. Indeed the recent change in the Schools Act has made a marked improvement in the average attendance in districts where the enrollment is small.

I have the honor to be, Sir,

Your obedient servant,

HEDLEY V. B. BRIDGES.

INSPECTORAL DISTRICT, NO. 6.

F. B. Meagher, M. A., Woodstock, Carleton Co. Inspector.

THE DISTRICT EMBRACES THE COUNTIES OF CARLETON, VICTORIA AND MADAWASKA AND THE PARISHES OF CANTERBURY AND NORTH LAKE IN YORK COUNTY.

J. R. INCH, ESQ., LL. D.,
Chief Supt. of Education,
Fredericton, N. B.

SIR:—I beg leave to submit the following Report for the School Term ended June 30th, and December 31st, 1901 —

Last Term the supply of teachers in my district was not quite equal to the demand. It necessitated the issue of one local license in Carleton County, a thing which has been unheard of in that County for some years past—one in the Parish of Canterbury, and four in the County of Victoria, besides creating some difficulty and embarrassment in other ways. The causes of this scarcity of teachers need not be here discussed, but I trust that no such trouble will arise this year.

THE SCHOOL DISTRICT.

Very few changes were made during the year in the established boundaries of school districts in this Inspectorate. Portions were taken from No. 2 and 3 St. Francis, so as to permit of the formation of a new district, No. 2, opposite Kennedy's Island. A house was erected during the summer holidays in which a school was operated last term. A new district was established in New Denmark, south, which will be a great advantage to a number of people whose isolated position had previously excluded them from school privileges.

A special meeting was recently held in Glassville at which it was resolved to build a house with rooms for two departments near the upper end of the district, where the majority of the people reside, and to hire a conveyance to bring the children from the lower end of the district to and from school. This is the first attempt that has yet been made in my Inspectorate to take advantage of the provisions of Sec. 57 of the Act. No move whatever has been made in the way of combining districts under that section, and yet it is the only way in which the problem of the small country district with its many unsatisfactory features, can ever be satisfactorily solved. It is of course doing good in its way, but if we wish to arrive at better results, we must aim a

consolidation, for the best work cannot be done in schools with an average attendance of eight or nine pupils. It is true that in remote and isolated localities such a school is frequently a necessity, but in contiguous districts in a country where good roads abound and where the schools are only two or three miles apart, the reason for its existence has passed away, and it must ultimately give place to the central graded school, where the educational forces at our disposal can be more intelligently and effectively applied.

THE CONSTRUCTION AND VENTILATION OF SCHOOL HOUSES.

The directions in Remark 4, Reg. 7, of the new School Manual in reference to the arrangement and position of windows in school rooms are producing good results. Two handsome and up-to-date houses have been erected in Knoxford and River Bank, in which these directions have been carefully followed, and the pupils there will no longer be obliged to sit between strong cross lights, which are so injurious to the sight. It is here that the average trustee regards the absence of windows in the right side wall of the room and in the rear of the teacher's platform as an unsightly and useless innovation, but its advantages — not only in the saving of wall space, but in the health and comfort of the pupils — are so obvious that this prejudice must be overcome, and the directions referred to be carried out in all districts where new houses are to be erected.

Some reform too is needed in respect to the ventilation of school rooms. Regulation 8, recommends that "in a matter of such vital importance it is better, when practicable, to obtain the services of an experienced architect to provide a plan for a system of heating and ventilation adapted to the size and location of the building, and to the special conditions to be met", but this is seldom done, and where no such system is provided, the teacher absorbed in his duties is often apt not to notice that the air of the room through lack of ventilation, particularly in the winter, has become vitiated, and no longer fit to breathe. No matter how pressing his other duties may be, the teacher should never neglect the all important one of causing the air in the room to be renewed at frequent intervals during the day, for it is useless to try to create a sound mind in a sound body in an unhealthy atmosphere. Some of the means at the teacher's disposal for securing good ventilation are specified in Reg. 8, a careful perusal of which is recommended to all concerned. The attention of trustees and others interested is also called to Regulation 5, in which the minimum number of cubic feet of air to be allowed for each sitting provided has been

changed from one hundred and fifty to two hundred, and it is even recommen-
ed that two hundred and fifty cubic feet of air be provided for each sitting.

THE COURSE OF INSTRUCTION.

READING. — In some districts the teacher's success is to a large exten
guaged by the rapidity with which the pupils are advanced from one reader t
another, irrespective of their fitness for being thus advanced, or of their othe
attainments; and though a child who should be in the Second Reader may b
stumbling helplessly along in the Third, nothing but praise is bestowed on th
teacher who is responsible for this state of affairs. Very few teachers embrac
this opportunity of earning a temporary reputation for efficiency, but now an
then it is done — particularly during the last term of an engagement in
district — not only to the great detriment of the pupils directly concerned, bu
to that of the succeeding teacher, who being thus obliged to set the childre
back in their proper places is apt to incur the ill-will of their parents for s
doing, and is otherwise seriously handicapped in his work. Some teachers, too
are not thorough in connection with the reading lesson. There are differen
degrees of this fault, but when, on visiting a school, one examines a class o
the lesson of the preceding day, and finds that the pupils cannot explain th
thought of certain passages, or give clearly the meanings of the difficult word
no further evidence is needed of careless and ineffective teaching. And here
might add that every school should be provided with a good dictionary, whic
the pupils should be constantly encouraged to consult, so that they may b
trained to correct habits in using it and referring to it for information.

NATURE LESSONS. — There seems to be a general awakening in referenc
to the value of Nature Study, and the necessity of giving it more carne
attention. Chiefly through the efforts of the teachers a large number o
schools have been provided with natural history cabinets, chemical apparatu
etc., and, judging from present indications, the number will be greatly increase
this year. The subject was discussed at the last meeting of the Carleto
County Institute, and its practical side dwelt upon at some length. Scho
gardens were referred to, and the object lessons that may be thus afforded th
pupils in the study of plants, and the requisites of the soil for plant growth
but, apart from any other consideration, the love of nature that is begotten i
the pupils by these studies rightly pursued may do much to check tha
discontent with their environments and distaste for farm life, which are drivin
so many from their homes in the country to take up occupations that ar
frequently unremunerative in the large populous centres. Viewed from bot

ese standpoints the following remarks made on this subject by a high educa
ɔnal authority are worthy of attention: "Our school grounds should b
ılarged. They should furnish the opportunity for planting trees and shrubs
ɪr the planting of seeds and growing of flowers; for having a nicely kep
ıwn, and in time these things with their influences would extend to the home
ſ children who do not have them, and bring with them those attractions an
nterest that make a home what it ought to be, pleasant and inviting in it
surroundings.

OTHER SUBJECTS.—Lack of space forbids me from here taking up i
detail, Geography, History, Grammar and other subjects in the course of in
struction The remarks made in my last annual report concerning their mod
of treatment are in the main still applicable. More teachers are system
matically taking up parsing in connection with the reading lessons and bette
results are consequently being obtained in Grammar, but there is still grea
room for improvement. More map drill is needed in Geography. It is to b
hoped that the new text-book will give a decided impetus to the study o
Canadian History. Something is needed to stimulate the flagging interest o
both pupils and teachers in this subject.

LIST OF IMPROVEMENTS FOR THE YEAR, 1901.

Avondale—Schoolroom wainscotted.
Ashland—Minerals and chemical apparatus.
Arthurette—Map of British Empire.
Baker Brook—Schoolroom wainscotted and ceiled.
Benton Ridge—Flag.
Beaconsfield—Teacher's desk,
Blue Bell—Map of Dominion.
Bristol—Primary room wainscotted and ceiled, blackboards slateed.
Bloomfield—Flag.
Benton—Room wainscotted and ceiled.
Bedell Settlement—Map of Maritime Provinces, repairs.
Bon Accord—Map of Dominion.
Black Rock—Map of Dominion.
Bath—Room wainscotted and ceiled.
Borden (No. 15 K. & P.)—New blackboard (hyloplate).
Centreville—Map of Dominion and Map of the World.
Clearview—Flag.
Carlow—Map of Dominion.

Canterbury Station--House painted.
Digby--Room wainscotted and other improvements.
Everett Map of Maritime Provinces, Map of British Empire, a
East Florenceville -Room wainscotted.
Fifth Tier (No. 8, St. Basil,—New schoolhouse.
Foley Brook- Map of Dominion, and Map of World.
Ferryville—Flag, Map of British Empire.
Green River Settlement—Map of Dominion.
Grand Falls- House enlarged and painted.
Gould Settlement, (No. 13½, North Lake)—New schoolhouse.
Gillespie—Map of Dominion, and blackboard (hyloplate).
Greenville--Flag.
Greenfield—Map of Dominion, and blackboards (hyloplate).
Gregg Settlement- Map of World.
Green Mountain—Flag and Terrestrial Globe.
Hillandale—Map of Dominion and Natural History cabinet.
Hartford -Room wainscotted and ceiled, new furniture.
Hartland - Minerals and book, amount in all to $32.
Hayward- New blackboard (hyloplate).
Houlton Road- New outhouses.
Havelock- -Room wainscotted, and other improvements.
Innisbone (No. 8½) Maps of Dominion and Maritime Provinces
Kirkland—Dictionary.
Kilburn--Maps of World, Dominion, British Empire and Mar. P
Knowlton--House repaired.
Lower Wakefield- Map of Maritime Provinces.
Lower Brighton—Map of Maritime Provinces.
Lower Jacksontown -Room wainscotted.
Lindsay--Flag.
Limestone—Minerals, chemical apparatus and flag.
McKenzie Corner--House painted.
Munquart—House repaired and painted.
Mineral—New blackboad slate).
Maxwell Settlement—Minerals and chemical apparatus.
North View—New desks, blackboard.
New Denmaak (No. 1)--New furniture.
Northfield—Flag.
Northampton (No. 3)—House painted.

New Denmark (No. 2)—New maps and blackboards.
Oakville—Flag.
Plymouth—New blackboard, flag.
Pioneer—Room wainscotted and other improvements.
Perth Valley—Room wainscotted, maps of Dominion and British Empire.
Pembroke—Maps of Dominion and Maritime Provinces; also minerals and ical apparatus.
Peel Station—Room wainscotted and ceiled, new outhouses.
Portage, (No. 11, St. Francis).—House painted.
River de Chute.—Flag, map of Dominion, blackboard (hyloplate.)
Red Bridge.—Flag.
Riley Brook.—Maps of Dominion and British Empire.
Richmond Corner.—Blackboards, (hyloplate.)
Rockway (4½ St. Basil.)---New school house.
Salmon River Mills.---Maps of British Empire and New Brunswick, r apparatus, blinds, etc., amounting in all to $32.25.
Speerville.—Flag, blinds.
Somerfield.—Maps of Dominion and of Maritime Provinces.
South Knowlesville.—Dictionary, blinds, and room wainscotted.
Sisson Ridge.—New school house.
South Wakefield.—Room wainscotted, map of Maritime Provinces.
Union Corner.—Flag.
Upper Woodstock —Standard dictionary.
" Royalton.—Flag.
" Knoxford.—Blackboard, (hyloplate.)
" Waterville —Flag.
" Brighton.—Map of Maritime Provinces.
Watson Settlement—Map of British Empire.
Windsor (No. 12, Brighton)—Map of Maritime Provinces.
Windsor (No. 8, Brighton)—Map of Maritime Provinces.
Weston—Flag.
Woodstock (F. A. Goods' Dept)—Minerals, Natural History cabinet.
Wakefield Centre—Flag.
The names of those teachers through whose instrumentality many of these vements have been effected are as follows: Leon H. Jewett, Maggie L. Carey Shaw, Ina Semple, Caroline M. Blake, Annie McIntyre, Murray Ianuel, W. M. Crawford, Nora McIntyre, Katie Dalling, Florence ullen, Delbert Jones, Maud Hartley, Nettie Hand, Bessie M. Fraser,

Mrs. J. R. H. Simms, Theresa Jamieson, Annie Talmer, Jennie M. Kenned Irene Campbell, Charles F. Boone, Alice M. Everett, Joseph Howe, Idella M Black, F. A. Good, Bessie M. Taylor, Agnes G. O'Brien.

There are, no doubt, many unintentional omissions in this list, which fo obvious reasons cannot be a complete one; but this recognition, imperfe though it may be, is only due to those through whose enthusiasm and untiri efforts needed appliances are being procured, and the school environments mad more pleasant and attractive.

MISCELLANEOUS NOTES.

The house at Grand Falls has been enlarged in order to make room fo another primary department which was operated last term under the charge o Miss Maud Waldron.

The house in Mainstream has been destroyed by fire. Another buildin will be erected in the spring.

As soon as possible thorough repairs will be made on the houses i Rosedale and Coldstream No. 7. A new house will be erected in Mour Pleasant.

Repairs are greatly needed on the house in Brookville. A new buildin should be erected in Carrol Ridge.

Miss Ruth Reid, formerly Principal of the graded school at Lakeville, i now in charge of the Superior School at Centreville. Mr. Hamilton has su ceeded Mr. Ross at Florenceville, and Mr. Allen, Mr. Fraser at Benton.

In the Andover Grammar School, Mr. Veazey has succeeded Mr. Sh and Miss Baxter has retired from the Primary department to study Sloy work in the Truro Normal School. Both teachers were popular and will b greatly missed.

Sloyd Work is still being successfully conducted at Inches' Ridge, by Mi O'Brien. This work is exerting a decidedly good influence in that district, no only in causing the pupils to remain longer at school, but in stimulating the to greater zeal in their ordinary studies.

The proceeds of a school picnic have placed the sum of thirty-four dolla at Miss O'Brien's disposal, with which some needed improvements will b made.

The proceeds of a concert, $11.00, in Farmerston, will enable the teache Miss Bessie Taylor, to procure maps for the school in that district.

Miss Barker (now Mrs Rideout) and Miss McNally, who did effecti

work in the Hartland schools have been succeeded in their respective departments by Miss Page and Miss Howe.

ARBOR DAY.

Arbor Day was observed by the usual number of districts during the year just closed. Undoubtedly the observance of the Day is doing good in the way of the improvement of school premises, but the results on the whole are not so appreciable as might be desired. Countless trees and shrubs have been planted which have come to naught, and in this way much time and labor are being yearly expended to no purpose. The trouble is that trustees and ratepayers generally are not interested enough in the matter to give the teacher any active assistance in his Arbor Day work. As soon as this is forthcoming, something more permanent will certainly be accomplished in the way of tree culture, and the improvement and beautifying of school premises. Competition would be a very effective stimulus to public interests in this important question. The County Councils might for example offer prizes each year to be awarded to those districts within their respective Counties which have the best kept and most attractive school premises. I am sure that a number of districts would compete for the prizes thus offered, and that excellent results would be thereby obtained along the desired lines.

TEACHERS' INSTITUTES.

Teachers' Institutes were held during the year at Andover and at Woodstock. Both were well attended, and a number of excellent papers were read. The public meeting at Andover was a particularly good one. It was addressed by several prominent men of that place who take an active interest in educational matters, and are well able to express their views on the public platform.

At Woodstock a musical and literary entertainment was furnished to the Institute on Thursday evening by the Town Board and teaching staff. Those present were addressed by the Chief Superintendent and others.

I have the honor to be,

Your obedient servant,

F. B. MEAGHER.

APPENDIX C.

REPORTS OF BOARDS OF SCHOOL TRUSTEES.

I. CITY OF FREDERICTON.

BOARD OF SCHOOL TRUSTEES.

A. B. ATHERTON, M. D., *Chairman.*

MR. A. A. STERLING,
MR. JOHN J. WEDDALL,
MR. JAS. T. SHARKEY,
MR. JOHN W. SPURDEN,
MR. WILLARD KITCHEN,
MRS. W. G. CLARK,
MRS. MARGARET L. DEVER,
G. CLOWES VANWART, M. D.,
CHARLES A. SAMPSON, *Secretary.*

J. R. INCH, ESQ., LL. D.,
Chief Supt. of Education.

SIR:—Our last Report furnished you with information respecting the schools of Fredericton for the year ending 31st December, 1900. Owing to the subsequent change of the date of the school year we beg to continue our Report so as to include the term ending 30th June, 1901, from which date the new school year begins.

At the beginning of the term several changes occurred in the staff of teachers, Miss O'Reilley having resigned her position as teacher of Brunswick Street School, Miss C. A. McDevitt was appointed to succeed her, Mr. Joseph Mills was appointed to the Principalship of the Charlotte Street School, in succession to Mr. O'Blenes, transferred to the Model School, and Miss Nellie Williamson was placed in charge of the second department of Charlotte Street School to the vacancy caused by the resignation of Miss Ross. Realizing the long years of faithful service given the schools by Miss McAdam the Board granted her two months' leave of absence and placed her school temporarily in charge of Miss G. R. Porter.

Arbor Day was appropriately observed in all the schools by the int tion of practical talks and experiments bearing upon field work and in ways calculated to interest the pupils. The only outdoor work of any was performed at Charlotte Street School where Principal Mills assembl the pupils on the lawn and after singing and an appropriate address p several trees.

The patriotism and loyalty so pronounced by all our people in the part of the year had its influence upon the minds of the children in the s Special preparations were made for a fitting celebration of Empire Day the High School and in the Regent Street School the pupils were masse in each instance suitably prepared programs had been arranged and included appropriate addresses by prominent citizens.

We are pleased to report very satisfactory results from the faithful of our excellent staff of teachers. In the High School the members of th seem to be well adapted to the various departments over which they p and we believe are doing excellent work. The name of the late Geo Coulthard, M. D., for many years the respected Chairman of the School through the generosity of Mrs. Coulthard will be kept fresh in the mi the students. The Coulthard Memorial Medal has been added to the prizes of the school, and was this year won by Miss Turner, of Gibson.

Appended to this Report you will please notice tabular state showing names of teachers, attendance of pupils, etc., etc.

Respectfully submitted,

CHAS. A. SAMPSON,

Secretary.

LE SHOWING NAMES OF TEACHERS, AGE, SEX, AND NUMBER OF PUPILS FOR TERM ENDING JUNE, 1901.

SCHOOLS.	TEACHER.	Pupils 5 to 15 years.	Over 15 years.	Boys.	Girls.	Total.
ammar.....	B. C. Foster	4	24	12	16	28
	H H. Hagerman....	2	38	20	20	40
	A. S. McFarlane....	22	13	35	..	35
	E. L. Thorne.....	27	11		38	38
rk Street....	A. I. Tibbits	30	13	19	24	43
	L. E. VanDine.....	52	1	27	26	53
	Kate McCann.....	52	..	28	24	52
	L. A. Burtt	53	..	29	24	53
	I. R. Everett.....	55	..	38	17	55
	L. Nicolson.....	53	..	27	26	53
odel.....	Amos O'Blenes.....	46	3	23	26	49
	M. E. Phillips.....	45	..	33	22	45
	M. A. Harvey.....	47	..	12	35	47
	C. E. Bridges.....	51	..	23	28	51
arlotte Street	Jos. Mills.....	44	3	25	22	47
	M. E. S. Nicolson...	53	..	26	27	53
	E. J. Thompson.....	44	..	28	16	44
	N. Williamson.....	51	..	29	22	51
	Ida McAdam.....	49	..	22	27	49
gent Street...	Jas. A. Hughes	27	4	11	20	31
	V. McKenna	32	..	23	9	32
	E. M. Holland.....	38	..	12	26	38
	S. G. Duffy	50	..	31	19	50
unswick St...	C. A. McDevitt.....	36	..	19	17	36
orrison's Mill..	S. Thompson	53	..	26	27	53
oak	Rose E. G. Davies...	26	..	11	15	26
		1042	110	579	573	1152

CHAS. A. SAMPSON, *Secretary*

TABLE SHOWING NAME AND CLASS OF TEACHER, SALARY AND ATTENDANCE FOR TERM ENDING JUNE, 1901.

School.	Teacher.	Class.	Salary from Trustees.	No. Pupils.	Aver'ge Daily Attendance.	Per Cent. Attendance.
Grammar.....	B. C. Foster.....	G. S.	850	28	26.02	93.57
	H. H. Hagerman ...	G. S.	650	40	33.98	84.96
	A. S. McFarlane.....	G. S.	500	35	27.06	78.86
	E. L. Thorne.....	I	400	[illegible]	30.48	80.04
York Street....	A. I. Tibbits	G. S.	250	43	30.	70.
	L. E. VanDine.....	I	250	53	40.33	76.10
	Kate McCann.....	I	250	52	41.42	79.06
	L. A. Burtt.....	I	250	53	41.40	78.
	I. R. Everett.....	I	250	55	42.56	77.38
	L. Nicolson	I	250	53	44 03	83.58
Model	Amos O'Blenes	Sup.	650	49	40.04	82.45
	M. E. Phillips.....	I	250	45	41.50	92.02
	M. A. Harvey.....	I	216	47	44.20	94.02
	C. E. Bridges.... ..	I	216	51	46.06	91.05
Charlotte Street.	Jos. Mills.....	G. S.	600	47	37.73	80.27
	M. E. S. Nicolson ...	II	250	53	41.	78.
	E. J. Thomson.....	I	250	44	37.83	85.97
	N. Williamson.....	G. S.	250	51	42.45	83.23
	Ida McAdam.....	II	250	49	39.	80.04
Regent Street ..	Jas. A. Hughes.....	I	600	31	23.03	75.19
	V. McKenna.....	I	250	32	26.53	83.
	E. M. Holland.....	I	250	38	32.84	86.42
	S. G. Duffy	I	250	50	39.92	79.80
Brunswick St...	C. A. McDevitt.....	I	250	36	30.97	86.
Morrison's Mill.	S. Thompson.....	G. S.	250	53	43.28	81.66
Doak.....	Rose E. G. Davies...	II	200	26	12.	47.
				1152	36.	81.

CHAS. A. SAMPSON, *Secretary.*

II. CITY OF SAINT JOHN.

To J. R. INCH, ESQ., LL. D.,
Chief Supt. of Education,

SIR.—We have the honor to present for your consideration our Report o the Public Schools of the City of Saint John, for the half year ending Jun 0th, 1901, being the 30th Report of this Board.

Messrs. Michael Coll and James V. Russell, the members of the Boar whose terms expired in December, 1900, were reappointed, so that the *personne* of the Board remains unchanged.

The Board held twelve meetings during the term, besides several meet ngs of the Finance and Buildings Committees, under their Chairmen, Dr White and Mr. Coll, who were again reappointed in January. The officia visitors to the different schools, also remain as before and they have carefully attended to the requirements of the buildings. The Lady Trustees have continued to visit all the schools indiscriminately, and have been of great assistance in all departments of the work of the Board.

Dr. Bridges, the City Superintendent, has also continued his afternoo visits of inspection to the schools, encouraging and advising the teachers observing their methods, and conferirng with the Principals at stated meetings besides successfully managing the High School.

The largest undertaking of the Board during the term has been the erection of the La Tour School on the West Side, which is expected to b ready for occupation in the spring of 1902. Suitable ground for the erectio of a new building to accommodate the children now attending the Elm Stree School, has also been purchased. These two new school houses, when completed, will be a great improvement on the unsuitable and crowded quarters at present rented by the Board.

On March 4th, Mr. David P. Chisholm, who as teacher and since as office clerk had done the Board faithful and effective service ever since the inceptio of the Public Schools Act, died. The Board put on record a resolution, marking their deep regret at the sad occurrence and their sincere appreciation o his long services. His place in the office was filled by the appointment of Mr James Coll.

The following School Debentures fell due at the beginning of 1901:—

St. John First. series .

Nos. 248 to 263	$35,975 00
265	200 00
367 to 374	33,334 00
	$69,509 00

To meet this indebtedness, the Board, in accordance with the provisi of the Schools Act 1900, issued on January 2nd, Redemption Bonds to amount of $69,500 bearing interest at 3½ per cent per annum, running years and numbered St. John 2nd Series, Nos. 272 to 410, which sold follows : -

$20,000 @ 1-5 of 1 per cent premium.
10,000 @ 1-8 " " "
39,500 at par.

The school attendance during the term was good, and the work generall satisfactory. The following resignations were received:—Mrs. H Henderso Miss B. Thorne, Miss E. Shaw, Miss J. Jordan, Miss E. I. Yerxa, Miss Z Murray, and Miss G. L. Seeley. Miss Mary Hayes died just at the close o the term. Spar Cove School taught by Mrs. Henderson was closed at the en of the term for want of sufficient attendance.

The appointments during this term were as follows :—Miss Mag Kavanagh at Leinster Street School, Miss Alice Gale at Douglas Avenue Miss Jenny Drake at Winter Street and Miss F. McInerney at St. Malachi's Miss Grace Brown and Miss Margaret Graham were appointed on the Resci Staff.

At the Mid-summer Examinations which closed the year's work, t Corporation Gold Medal for *dux* of the schools, was awarded to Gertrude La son, the Parker Silver Medal for Mathematics to May Petkins and t Governor General's Medal for Highest Standing in Grade X., to Willi Morrow.

The Chairman continued his Gold Medal for competition among the Gra VIII. Schools, and it was gained by Mary Hansen, of St. Peter's Girls' Scho

We have the honor to be, Sir,

Your obedient servants,

EDWARD MANNING, Secretary.

ARTHUR I. TRUEMAN, Chairman.

STATISTICAL TABLES.

TABLE No. I.—General Finance Statement to 30th June, 1901.

ASSETS.

h on hand June 30, 1901, ...	....	$ 8 75	
rniture, } See Table	$ 29,999 34		
ıds and Buildings, } No. IV.	318,170 27		
		348,169 61	
ıking Fund for Debentures issued 1898, ...		7,000 00	
ıe from City Corporation for do.		28,000 00	
ater Debenture No. G, 1342, interest to purchase Parker Medal,....		500 00	
round rent balance due,....		463 00	
n hand:—			
Coal, ...	$512 22		
Medals, ...	55 12		
		567 34	
Due from City Corporation, proportion of Schools Assessment for 1901,...		53,033 75	
Special deposit Bank of New Brunswick, ...		626 92	
			$438,369 37
Excess of Liabilities over assets, ...			26,354 81
			$ 464,724 18

LIABILITIES.

ebentures due, 1901,....	$ 700 00	
" " 1902,...	2,600 00	
" " 1908,....	6,000 00	
" " 1909,....	11,500 00	
" " 1910,....	5,941 00	
" " 1917,....	20,000 00	
" " 1920,....	17,000 00	
" " 1921,....	23,000 00	
" " 1922,....	35,500 00	
" " 1925,....	34,500 00	
" " 1926, ...	69,500 00	
" " 1934,....	10,000 00	
" " 1935,....	20,000 00	
" " 1936,....	1,500 00	
" " 1937, ...	34,000 00	
" " 1940,....	26,500 00	
" " 1940,....	43,500 00	
		361,741 00

Portland Debentures due Sept. 1901,	400 00		
" " 1906,	7,750 00		
" " 1907,	1,000 00		
		9,150 00	
Debentures issued by consent of Common Council, and by authority of the Legislature, to pay off current indebtedness and in lieu of unpaid assessments, due 1913,..		35,000 00	
Contractors' deposits, ...		471 60	
Coupons not presented, ...		6 00	
Due Bank of New Brunswick, ...		58,355 58	
			$ 464,724 18

TABLE No. 11.—Capital Account for Half Year ending June 30th, 1901.

RECEIPTS.

Sale of Debentures, issue of Jan. 2, 1901.			
Interest at 3½ per cent.,			
Nos. 272 to 276 at Par	$2,500 00		
277 to 280 "	2,000 00		
341 to 410 "	35,000 00		
		$39,500 00	
281 to 300 "	$10,000 00		
1-8 per cent premium ..	12 50		
		$10,012 50	
301 to 340	320,000 00		
1-5 per cent premium ..	40 00		
		$20,040 00	
		$69,552 50	
Received from Current Account		$15,198 85	
			$84.751 35

EXPENDITURE.

Debentures retired to date:				
Nos. 250 to 255	$26,755 00			
257	1,755 00			
259 to 263	3,455 00			
256 to 258	3,510 00			
367 to 374	33,334 00			
105, 106 (Registered)	200 00			
		$69,009 00		
Furniture purchased, ...		272 75		
Expended on La Tour School				
Purchase of 2 lots	$500 00			
Paid Contractors on Construction Account	8,914 30			
		$9,414 30		
Purchased lots on Elm Street	$5,900 00			
Less, Sale of houses and insurance rebate	261 30			
	$5,638 70			
Expended on the Property	416 60			
		$ 6,055 30		
			$ 84,751 35	

TABLE No. III. Current Account for Half Year, ending June 30th, 19[illegible]

RECEIPTS.

Cash on hand, January 1, 1901,..	$ 41 38		
Cash in Bank of New Brunswick, January 1, 1901,..	7,050 71		
		$ 7,0[illegible]	
Received for Rent, ...		1[illegible]	
" from County Fund, ...		5,5[illegible]	
" " Contractors' Deposits, ...		4[illegible]	
Inventory January 1, 1901 :			
Coal, ...	$ 2,075 00		
Supplies in office,..	70 00		
Medals, ...	55 12		
		2,2[illegible]	
Balance due Bank of New Brunswick, ...		58,3[illegible]	
		$73,8[illegible]	

EXPENDITURES.

Cost of Schools as per table, ...	$46,305 26		
Incidental expenses,....	150 95		
Advertising and Printing, ...	174 61		
Salaries of Secretary and Clerk,...	766 14		
Special Coupon Interest. Paid Coupons on alleged Bond 277 A, ...	$60 00		
Coupon Interest, ...	8,481 60		
Coupon Interest due 1900.	886 03		
Interest on Overdrawn Account at Bank, ..	534 87		
		9,962 50	
Other Expenses, ...		269 03	
Workshop Account,....		54 46	
Supply Account, ...		268 21	
Cash on hand, ...	8 75		
Special Deposit in Bank of New Brunswick,	626 92		
		635 67	
Medals on hand, ...		55 12	
		$ 58,641 95	
Loan to Capital Account, ...		15,198 85	
			73,8[illegible]

Schools,	Teachers' Pay.	Care.	Repairs.	Fuel.	Rent.	Insurance.	Supply.	Expense.	Totals.
Spar Cove	$89 36	$9 00	$2 17	$6 20	$5 00	$4 80	.....	.....	$116 53
Sandy Point Road	131 42	13 98	5 30	21 50	.....	10 80	.....	.....	183 00
Millidgeville	208 74	21 00	2 47	21 25	10 00	23 50	.....	.....	286 96
Alexandra	1757 70	199 98	48 13	334 18	75 00	349 48	.....	$14 00	2778 47
Newman Street	924 34	60 00	39 67	20 53	40 00	72 00	.....	.....	1156 54
Douglas Avenue	1107 26	60 00	21 01	132 39	25 00	124 00	.....	11 95	1481 61
Elm Street	1203 63	64 98	28 89	69 74	100 00	9 85	.....	.....	1477 09
St. Peter's (Boys)	1680 83	102 00	224 69	161 50	200 00	20 00	.....	4 80	2393 82
St. Peter's (Girls)	1517 67	81 00	43 87	72 32	200 00	17 00	.....	.....	1931 86
Winter Street	2252 39	199 98	34 72	250 00	.....	271 49	.....	1 00	3009 58
Aberdeen	1490 32	99 96	9 65	191 69	.....	237 14	.....	.....	2028 76
Centennial	1998 57	210 00	37 68	330 20	.....	277 19	$0 48	7 92	2862 04
St. Vincent's	1049 74	102 00	45 85	160 00	150 00	7 80	.....	83	1516 22
High School	4414 42	249 96	80 53	557 24	.....	620 77	.....	41 25	5964 17
St. Malachi's	2534 48	180 00	134 58	196 35	440 31	24 25	.....	13 20	3523 17
Leinster Street	1044 60	100 00	37 26	225 00	175 00	7 80	.....	.....	1581 66
St. Joseph's	1130 91	124 98	159 94	103 00	212 50	11 04	.....	5 25	1747 62
Victoria and Annex	3560 72	299 94	197 47	487 02	.....	514 98	.....	11 78	5071 91
Queen Street	309 90	21 00	10 12	14 50	37 50	2 20	.....	.....	390 97
Britain Street	166 67	.....	109 67	.....	.....	1 65	.....	85	278 84
Albert	2462 21	210 00	42 65	709 34	.....	532 73	.....	2 00	3958 93
Mason Hall	729 97	49 98	10 72	66 18	100 00	.....	.....	.....	956 85
St. Patrick's	1146 12	86 00	46 05	182 68	131 25	16 56	.....	.....	1608 66
	$32,911 97	$2545 74	$1373 09	$4312 81	$1901 56	$3157 03	$0 48	$114 83	$46,305 26

NO IV.—Details of Assets in Real Estate and Furniture.

OPERTY.	LAND AND BUILDINGS.	FURNITURE.	TOTALS.
Road School	$ 597 40	$ 166 84	$ 763 24
	1,236 92	164 05	1,400 97
	34,553 04	2,361 33	36,914 37
	355 00	63 90	418 90
	2,787 66	498 08	3,285 74
	7,034 31	708 09	7,742 40
	6,055 30	919 91	6,975 21
reet		1,280 92	1,280 92
venue		1,092 98	1,092 98
		2,147 40	35,587 36
(Boys)	33,439 96	2,355 37	36,530 48
(Girls)	34,175 11	885 42	885 42
treet		823 35	823 35
al		1,722 05	1,722 05
ent's		1,188 57	1,188 57
Street		663 60	663 60
achi's		330 80	330 80
eph's		95 77	95 77
trick's		136 80	136 80
Hall	54,289 03	2,892 47	57,181 50
n Street	9,230 52	1,201 91	10,432 43
n Street	20,247 41	1,069 25	21,316 66
oria	52,352 50	4,121 56	56,474 06
oria Annex		1,327 33	1,327 33
rdee n	1,330 98	60 00	1,390 98
gh	3,000 00		3,000 00
ice	668 67		668 67
op	13,000 00		13,000 00
Veldon Lot	283 90		283 90
t. Malachi's Addition	10,394 70		10,394 70
Grammar School Lots	33,137 86	1,722 59	34,860 4
St. Patrick's Improvements			
LaTour School (in process of erection)			
Albert	$318,170 27	$29,999 34	$348,169

TABLE V.- Public School Insurance in Force to June 27th, 1904.

COMPANIES.	AMOUNT.
North British and Mercantile	$11,000 00
Guardian	11,000 00
Liverpool and London, and Globe	11,000 00
Phœnix of London	11,000 00
Imperial	11,000 00
Connecticut	11,000 00
Royal	11,000 00
Commercial Union	9,000 00
Northern	8,000 00
Caledonian, ...	8,000 00
Norwich Union	6,000 00
British America	6,000 00
Manchester	6,000 00
Sun	6,000 00
Keystone	6,000 00
Phœnix of Hartford	6,000 00
Scottish Union	5,000 00
Queen	4,000 00
Atlas	4,000 00
Insurance Co. of North America	4,000 00
London Assurance	4,000 00
Western	4,000 00
National of Ireland	4,000 00
Hartford	4,000 00
Aetna	4,000 00
London and Lancashire	4,000 00
Quebec	3,000 00
Ottawa	3,000 00
Union Assurance	3,000 00
Alliance	2,000 00
Phœnix of Brooklyn	2,000 00
Canadian	2,000 00
Law, Union, and Crown	2,000 00
Mercantile	2,000 00
American	2,000 00
Boiler Insurance Co, 1 year	5,000 00
Law, Union, and Crown, 1 year	730 00
	$105,730 00

TABLE VI Details of Fire Insurance in Force to June 27, 1904.

SCHOOLS.	Buildings.	On Furniture.	On Improvem'ts.	Total
Sandy Point Road	$ 400	$ 140	.....	$ 540
Millidgeville	800	140	.....	940
Spar Cove	160	.....	.....	160
Alexandra	21,300	2,000	.....	23,300
Newman Street	2,000	400	.....	2,400
Douglas Avenue	5,600	600	.....	6,200
St. Peter's (Boys)	.....	1,000	.....	1,000
St. Peter's (Girls)	.....	850	.....	850
Winter Street	21,000	1,500	.....	22,500
Aberdeen	13,000	850	.....	13,850
Centennial	21,000	1,800	.....	22,800
St. Vincent's	.....	650	.....	650
High School	30,600	3,000	.....	33,600
Leinster Street	.....	650	.....	650
St. Malachi's	.....	1,325	$475	1,800
St. Joseph's	.....	920	.....	920
Victoria	35,000	2,400	.....	37,400
Victoria Annex	5,600	850	.....	6,450
Queen Street	.....	110	.....	110
Britain Street	.....	150	.....	150
Albert	20,000	1,310	.....	21,310
St. Patrick's	.....	500	220	720
Shop	850	250	.....	1,100
Office	.....	600	.....	600
	$177,310	$21,995	$695	$200,000

SPECIAL INSURANCE — ANNUAL.

Elm Street		$730
Albert, 2 Boilers	$2,000	
Victoria, 1 Boiler	1,000	
High, 1 "	1,000	
Centennial, 1 Boiler	1,000	

TABLE VII.—Estimates for the Year 1901.

1. Salaries of Teachers and Superintendent, ...			$55,950 00
2. Salaries of Officers, ...			1,600 00
3. Fuel, Water and Light, ...			6,500 00
4. Care of Buildings, ...			5,130 00
5. Rent of Buildings and Land, ...			4.250 00
6. Insurance of Buildings and Furniture, ...			3,180 00
7. Printing and Advertising, ...			300 00
8. Repairs, ...			5,000 00
9. Incidental Expenses, ...			1,000 00
10. School Supplies and Apparatus, ...			500 00
			$83,410 00
Less County Fund, say	$11,000 00		
Ground Rent and Interest, ..	500 00		
			11,500 00
			$71,910 00
Additional Debenture Interest:			
On $28,250 at 6 p. c.	$ 1,695 00		
69,509 at 6 p. c., one coupon....	2,085 27		
6,941 at 5 p. c.	347 05		
204,000 at 4 p. c.....	8,160 00		
96,500 at 3½ p. c.....	3,377 50		
69,500 at 3½ p. c., one coupon...	1.216 25		
	$16,881 07		
Sinking Fund, ...	2,123 00		
			19,005 00
			$90,915 00

TABLE VIII.—Ground Rent Statement, January to June, 1901.

Lessee and Time.	Amounts.	Rent Due.	Rent Paid.	Balance Due.
Mr. Hugh H. McLean:				
Half year's rent to May 1, 1901	$40 00	$40 00	$40 00	
Mrs. C. D. McAlpine:				
Balance due Jan. 1, 1901.....	30 00			
Six months' rent to May 1, 1901	30 00	60 00		$60 00
Mrs. F. Gregory:				
Balance due to Jan. 1, 1901....	100 00			
Six months' rent to May 1, 1901	20 00	120 00	20 00	100 00
Mr. James Pullen:				
Balance due to Jan. 1, 1901....	60 00			
Six months' rent to May 1, 1901	30 00	90 00		90 00
Mr. Chas. A. Clark:				
Balance due to Jan. 1, 1901....	123 00			
Six months' rent to May 1, 1901	40 00	163 00	50 00	113 00
Mr. F. S. Thompson:				
Balance due to Jan. 1, 1901....	25 00			
Six months' rent to May 1, 1901	25 00	50 00		50 00
Mrs. L. E. Sprague:				
Six months' rent to May 1, 1901	25 00	25 00	25 00	
Dr. Jas. Manning:				
Balance due Jan. 1, 1901.....	25 00			
Six months' rent to May 1, 1901	25 00	50 00		50 00
Total.....	.....	.....	.....	$463 00

TABLE IX.—Bonds Issued by Board of School Trustees of St. John, N. B.

Series.	Numbers.	Denominations.	Amount.	When Due.	Rate.
. John First Series,	277	$ 2,000	$2,000	July, 1902	6 per cent.
" " "	278	600	600	"	" "
" " "	279 to 290	500	6,000	Jan., 1908	" "
" " "	291 to 313	500	11,500	July, 1909	" "
" " "	314 to 324	500	5,500	Jan. 1910	5 " "
" " "	325	441	441	"	" "
" " "	327 to 366	500	20,000	July, 1917	4 " "
" " "	375 to 408	500	17,000	Sept., 1920	" "
" " "	409 to 421	500	6,500	Mar., 1921	" "
" " "	422 to 454	500	16,500	Aug., 1921	" "
" " "	455 to 479	1,000	25,000	" 1922	3½ "
" " "	480 to 500	500	10,500	" 1922	" "
" " "	501 to 535	1,000	*35,000	May, 1913	4 " "
" " "	536 to 604	500	34,500	" 1925	3½ "
ortland First Series,.	63	400	400	Sept., 1901	6 " "
" " "	64, 65,	500	1,000	Aug. 1907	5 " "
ortland Second Series	1 to 14	500	7,000	Sept. 1906	6 " "
" " "	15	750	750	"	" "
. John Second Series	1 to 20	500	10,000	Nov., 1934	4 " "
Redemption Bonds)	21 to 60	500	20,000	May, 1935	" "
" " "	61 to 31	500	1,500	Mar., 1936	" "
" " "	64 to 131	500	34,000	Jan., 1937	" "
" " "	132 to 218	500	43,500	May, 1940	" "
" " "	219 to 271	500	26,500	July, "	3½ "
" " "	272 to 410	500	69,500	Jan. 1941	" "

* With Sinking Fund.

REDEEMED: Nos. 1-100, 201-247, 250-264, 266-276, 326 St. John 1st Series.
Nos. 101-120 registered. From 120-200, never issued.
Nos. 1-62 Portland 1st Series.

DUE, BUT NOT PRESENTED FOR PAYMENT: Nos. 248, 249 and 265 St. John 1st Series. Total $700.

TABLE X.—Summary of Work of the Term.

Number of Buildings occupied as Schools	24
" " " owned	12
" " " rented	11
" " " occupied without rent	1
" " Rooms rented	61
" " " owned	92
" " " occupied without rent	1
" " High School Departments, Grades XII-IX	13
" " Advanced " " VIII-V	44
" " Advanced and Primary Departments, Grades VII-I	11
" of Primary Departments, Grades IV-1	85
Number of Pupils enrolled	6,947
" " Boys	3,339
" " Girls	3,508
" " Pupils over 15 years of age	408
" " " under 15 years of age	6,539
" " " reduced by transfer	6,902
Grand Total Days' Attendance	716,431½
Number daily present on an average	5,590
Percentage of enrolment daily present	87
Number attending High Schools	408
" " Advanced "	2,083
" " Primary "	4,456
" of pupils to each teacher	45
Percentage of whole number attending High Schools ..	5⅞
" " " " Advanced " ..	30
" " " " Primary " ..	64⅛
Average number of days each pupil attended	103

TABLE XI.—Particulars of School Attendance by Grades.

SCHOOL.	TEACHERS' NAMES.	Class of License.	1st Term ending June 30. Grades. Taught.	Enrolled.	Attendance.	Per Cent.
Sandy Point Road..	M. Eva Keagin.....	I	B&G 5-1	16	9	56
Milledgeville.....	J. Vernon Keirstead.,..	I	B&G 5-1	36	25	70
Spar Cove.....	H. Henderson	III	B&G 3-1	10	5	50
Alexandra..	Hedley V. Hayes.....	I	B&G 8	35	28	80
	Jean Scott...	Sup.	" 6	48	40	83
	Ada Cowan.....	I	" 6	52	45	86
	Grace Murphy	I	" 5	58	47	81
	Ella McAlary.....	II	" 4	48	40	83
	Bertha E. Forbes.....	I	" 3	52	46	88
	Emma Colwell.....	II	" 2	50	42	84
	Bessie J. Stevenson.....	I	" 1	68	82	77
Newman Street.....	Malcolm D. Brown.....	I	" 7	46	37	80
	P. W. Livingstone.....	II	" 4, 3	48	41	85
	Edna G. Powers.....	I	" 2	54	44	81
	Jane H. Mowry.....	II	" 1	51	44	86
Douglas Avenue....	Geo. W. Dill...	I	" 8, 7	44	36	84
	Blanche J. Thorne.....	I	" 6, 5	45	35	78
	Louise C. Brown.....	II	" 4, 3	47	40	85
	Helen M. Dale.....	II	" 3, 2	44	38	87
	Ella J. Connell.....	II	" 1	64	57	90
Elm Street.....	Kate A. Kerr.....	I	" 5, 4	55	44	80
	Minnie S. Fowler.....	I	" 4	55	44	80
	Mary C. Evans.....	I	" 3	51	37	72
	Margaret Strang...	II	" 3, 2	53	39	73
	Sarah Gray..	II	" 2	53	42	79
	Violet C. Roberts.....	II	" 2, 1	44	31	70
	Mary J. Morrow.....	I	" 1	71	35	50

PARTICULARS OF SCHOOL ATTENDANCE BY GRADES. — Continued.

SCHOOL.	TEACHERS' NAMES.	Class of License.	1st Term ending June 30.			
			Grade Taught.	Enrolled.	Attendance.	Per Cent.
t. Peters (Boys)....	Joseph Harrington.....	I	B 8-6	43	35	81
	M. D. Sweeny.....	II	" 5,4	47	34	73
	Josephine Quinn.....	I	" 4,3	51	40	80
	M. L. McMillan.....	II	" 3	58	47	81
	A. B. McInnes.....	II	" 2	52	40	78
	K. S. Buckley.....	II	" 2, 1	52	41	78
	A. McCarron	II	" 1	53	40	76
t. Peters (Girls)....	Joanna Carney.....	I	G 8-7	36	33	91
	M. H. McCluskey	I	" 6	43	32	74
	Kate Haggerty	II	" 5	40	36	89
	Sarah Smith.....	II	" 4	40	32	80
	M. E. Kelly	II	" 4, 3	38	28	74
	M. R. Corkery.....	II	" 3, 2	43	38	88
	Sarah Boudreau.....	II	" 2, 1	46	36	79
	Ellen Marry	II	" 1	44	33	75
Vinter Street.....	Thomas Stothart.....	I	B&G 8	38	29	76
	Amy M. Iddles.....	I	" 7	48	39	81
	J. K. Sutherland.....	II	" 6	48	39	81
	Jenny S. Drake.	I	" 6, 5	42	34	81
	A. A. McLeod.....	I	" 5	53	45	85
	Maud Gibson	I	" 4	52	43	82
	Sarah Taylor.....	I	" 3	47	40	86
	Gertrude Webb	I	" 3	55	44	80
	Lilian Simpson.....	II	" 2	56	46	82
	M. R. Gray.....	II	" 2, 1	61	47	77
	Etta Barlow	I	" 1	59	47	80
	M. R. Graham	I	" 1	44	27	62
berdeen.....	W. M. McLean	G. S.	B&G 8,7	18	16	88
	E. G. Corbet..	I	" 6,5	52	41	80
	A. B. Honeywill.....	I	" 4	54	42	78
	Mary Anderson.....	I	" 3	48	39	81
	Jessie Caird	II	" 3	51	39	76
	A. L. Page	II	" 2,1	48	37	77
	M. V. Lawrence.....	II	" 1	59	38	65

PARTICULARS OF SCHOOL ATTENDANCE BY GRADES.—Continued.

SCHOOL.	TEACHERS' NAMES	Class of License.	1st Term ending June 30.			
			Grades Taught.	Enrolled	Attendance	Per Cent.
Centennial	Henry Town	I	B 7, 6	42	34	81
	J. M. Rowan	II	" 4	41	33	80
	L. M. Clark	I	" 3	50	42	84
	J. Estabrook	I	" 2	52	39	75
	A. B. Allen	II	" 1	69	56	81
	A. M. Hea	I	G 5	39	29	74
	Ethel Shaw	I	" 4	42	32	76
	M. J. Campbell	II	" 3	51	41	80
	Jessie Milligan	I	" 2	51	42	82
	L. K. Mackay	I	" 1	63	49	78
St. Vincent's	M. McDonald	Sup.	G 11, 10	25	22	90
	M. E. Carey	I	" 9, 8	33	27	82
	H. A. Kirke	I	" 5, 4	43	37	86
	Mary Legère	I	" 3, 2	57	45	79
	Anne Cassidy	I	" 1	44	34	77
	Bridget Cosgrove	II	" 6-1	52	51	98
High School	H. S. Bridges	G. S.	B&G 12	18	16	89
	W. J. Myles	S. S.	B 11	25	22	88
	M. M. Narraway	G. S.	G 11	32	29	90
	K. R. Bartlett	I	G 10	34	29	85
	M. E. Knowlton	I	G 10	42	33	79
	T. E. Powers	G. S.	B 10	32	27	84
	B. H. Wilson	I	G 9	41	37	90
	H. May Ward	I	B 9	36	32	89
	P. K Vanwart	I	B 9	39	34	87
	E. McNaughton	G. S.	G 9	37	32	86
	J. S. Lawson	Sup.	B&G 9	28	22	78
	A. K. Lingley	I	B 8	39	32	81
	L. H. Yandall	I	G 8	40	37	91
	F. Ida Thorne	I	G 7	48	37	77

PARTICULARS OF SCHOOL ATTENDANCE BY GRADES. — Continue

SCHOOL.	TEACHERS' NAMES.	Class of License.	1st Term en June 30		
				Grades Taught.	Enrolled.
Leinster Street	John Mackinnon	I	B	7	48
	L. M. Kavanagh	I	"	6	48
	E. W. Gilmour	Sup.	"	5	52
	E. Kate Turner	I	"	5	50
	F. L. Dieuaide	I	"	4	48
St. Malachi's	James Barry	I	B	8	24
	M. R. Carlyn	I	"	7, 6	36
	M. C. Coughlan	II	"	6, 5	44
	A. B. Harrington	II	"	5	33
	M. E. Gallivan	II	"	4	41
	F. E. McManus	II	"	3	41
	M. E. Hayes	I	"	3	40
	J. R. Sugrue	II	"	3	38
	Kate A. Cotter	II	"	2	51
	C. M. Hogan	II	"	2, 1	38
	Kate E. Lawlor	II	"	1	68
St. Joseph's	Sarah Burchill	I	G	8, 7	33
	Mary Walsh	I	"	6	36
	Kate O'Neil	II	"	6, 5	45
	R. B. Gallagher	II	"	5, 4	43
	Françoise Bourgeois	II	"	4, 3	54
	G. Fitzgerald	II	"	2	44
	A. P. Delaney	II	"	1	40
Victoria	W. H. Parlee	I	G	8	35
	E. A. Godard	I	"	7	49
	M. L. Lingley	I	"	6	55
	M. C. Sharpe	II	"	6	53
	June W. Estey	I	"	5	52
	Annie D. Robb	I	"	5, 4	55
	L. G. Ingraham	I	"	4	59
	S. T. Payson	I	"	3	47
	F. E. Henderson	I	"	3, 2	47
	B. G. Thompson	I	"	2	49
	M. H. Shaw	II	"	1	50
	H. D. Gregg	I	"	1	50

PARTICULARS OF SCHOOL ATTENDANCE BY GRADES. — Continued.

SCHOOL.	TEACHERS' NAMES.	Class of License.	1st Term ending June 30.			
			Grades Taught.	Enrolled.	Attendance.	Per Cent.
:toria Annex	A. L. Dykeman	I	B 6, 5	46	39	84
	Louise Wetmore	I	" 5	46	37	80
	L. L. Salter	I	" 3	55	47	85
	Grace B. Brown	Sup.	" 2	47	40	85
	Mary G. Carr	II	" 2	51	43	84
	Harriet Howard	II	" 1	47	37	78
rt.....	John Montgomery	I	B&G 8	30	22	73
	C. R. Fullerton	I	" 7	36	29	80
	G. L. Seely	II	" 6, 5	51	29	86
	Enoch Thompson.....	I	" 6, 5	56	44	78
	M. G. Emerson	I	" 5, 4	53	44	82
	L. J. Fullerton.....	I	" 4	57	46	81
	H. N. Thompson... ...	I	" 3	50	42	84
	A. M. Carleton.....	I	" 3	48	38	79
	H. A. Smith.....	I	" 2	61	53	88
	B. A. Brittain	I	" 2, 1	60	51	85
	Lily Belyea	I	" 1	66	52	79
n Hall.....	Geo. E. Armstrong	I	B&G 5, 4	35	28	80
	Annie Emerson.....	II	" 3, 2	39	31	80
	Mary A. Nannary.....	II	" 1	39	27	70
atrick's.....	J. F. Owens	G. S.	B 7, 6, 4	41	33	80
	F. M. Quinn.....	II	" 3, 2	34	26	77
	Margaret McKenna....	I	G 7-5	40	33	82
	Mary A. Farrel.....	I	" 4-2	41	34	83
	Mary J. Doherty	II	B&G 1	49	31	63
n Street.....	I. T. Richardson.....	II	B&G 5-1	33	22	67
in Street	Helen Adam.....	I	" 6-1	19	16	83

TABLE XII.—Enrolment, Daily Average Attendance Percentage of Enrolment Daily Present, Etc., 1872 to 1901, Inclusive.

Year	Term.	No. of Pupils Enrolled	Average Daily Attendance	Percentage of Enrolment Daily Present	No. of Departments	Average Pupils Each Teacher
1872	First	5214	3445	66	92	
	Second	6477	3473	55	106	
1873	First	5972	3842	58	106	
	Second	5884	3517	61	112	
1874	First	6109	3814	62	121	
	Second	5925	3838	65	119	
1875	First	6044	3873	64	122	
	Second	6085	3895	64	120	
1876*	First	5988	4050	65	122	
	Second	6098	3996	65	110	
1879	First	7489	4875	65	137	
	Second	7339	4920	67	136	
1880	First	6356	4522	71	121	
	Second	6488	4356	67	115	
1881	First	5924	4182	71	116	
	Second	6212	4341	70	115	
1882	First	5657	4063	70	155	
	Second	6067	4339	71	117	
1883	First	5715	4247	74	117	
	Second	6339	4360	70	121	
1884	First	6021	4316	70	121	
	Second	6669	4822	72	125	
1885	First	6802	4656	68	129	
	Second	6624	4864	74	125	
1886	First	6577	4580	70	124	
	Second	6530	5025	77	125	
1887	First	6338	4658	73	125	
	Second	6426	4847	76	129	
1888	First	6414	4598	72	129	
	Second	6470	4468	70	132	
1889	First	6531	4408	67	132	
	Second	6735	5316	79	132	
1890	First	6789	4732	72	142	
	Second	6786	5097	76	135	
1891	First	6818	4969	73	140	
	Second	6780	5353	79	144	
1892	First	6661	4891	73	143	
	Second	6651	5432	81	142	
1893	First	6681	4923	75	142	
	Second	6672	5433	82	143	
1894	First	6440	5059	79	144	
	Second	6742	5557	83	143	
1895	First	6580	5261	80	143	
	Second	6636	5332	81	143	
1896	First	6391	4853	76	146	
	Second	6584	5466	83	146	
1897	First	6557	4934	76	146	
	Second	6821	5572	82	148	
1898	First	6531	5153	79	148	
	Second	7000	5629	80	151	
1899	First	6832	5268	77	149	
	Second	6941	5743	83	155	
1900	First	6753	5783	78	150	
	Second	7160	5849	82	153	
1901	First	6902	5500	87	153	

* The loss of records by the great fire of 1877, and the unsettled state of the Schools for months afterwards, rendered the figures attainable of little value in a comparative table like this. They are therefore omitted.

TABLE XIII.—Detailed Statement of Pupils in the Several Subjects

Subjects.	Primary School Grades.				Advanced School Grades.				High School Grades.			
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Reading and Spelling	1304	1065	1121	966	713	655	441	318	200	128	62	18
Arithmetic	1304	1065	1121	966	713	655	441	318	200	128	62	18
Form, Color & Drawing	1304	1065	1121	966	713	655	441	318	200	128	62	18
Writing	1304	1065	1121	966	713	655	441	318	200	128	62	18
Singing	1304	1065	1121	966	713	655	441	318	200	128	62	18
Geography	1304	1065	1121	966	713	655	441	318	200	128	62	18
Animals, Plants and Minerals	1304	1065	1121	966	713	655	441	318	...	...	...	...
Hygiene and Physiology	1304	1065	1121	966	713	655	441	318	200	128	62	18
History	...	...	...	...	713	655	441	318	200	128	62	18
Grammar and Composition	1304	1065	1121	966	713	655	441	318	200	128	62	18
Algebra	...	...	...	...	...	...	371	293	200	128	62	18
Geometry	...	...	...	...	...	...	...	...	200	128	62	18
Latin	...	...	...	...	...	...	...	...	200	128	62	18
French	...	...	...	...	...	...	...	...	198	128	51	13
Greek	...	...	...	...	...	...	...	...	18	36	15	5
Bookkeeping	...	...	...	...	...	...	...	...	181	128	...	...
Chemistry	...	...	...	...	...	...	...	...	...	20	62	...
Botany and Agriculture	...	...	...	...	...	...	...	...	200	127	53	...
Trigonometry	...	...	...	...	...	...	...	...	...	...	5	18
Physics	...	...	...	...	...	...	...	...	200	...	...	...

TABLE XIV.—Medalists in the Public Schools of Saint John,

Year.	Corporation, Gold, *Dux* of Schools.	Parker Silver, Mathematics.	Governor-General's Silver, English.	Governor-General's Bronze, Science.	Alexandra, Silver.*	Alexandra, Bronze* Various.
1872	John Hale.	James Magee.	.. ..	.. ..	.. ..	Kate Barlett.
1873	Richard McGivern.	James Trueman.	.. ..	.. ..	.. ..	Annie Everett.
1874	James R. Mace.	G. Fred. Fisher.	Maggie Underhill.	Mary W. Hart.	Alexander Rankine. Charlotte Olive.	Annie Steeves. Mary McAfee.
1875	James Trueman.	Alban F. Emery.	Frank Millidge. Mary Humphrey.	James Trueman. Annie Everett.	Lizzie Thomas. Frank Millidge.	
1876	William A. Ewing.	William Sewall.	William A. Ewing. Annie Everett.	James Seely. Kate R. Bartlett.	Elmer Spiller.	*Silver, A. C. Smith.* K. Bartlett.
1877	J. Twining Hart.	James S. Clark.				*Gold, J. Ellis.*
1878	Elmer Spiller.	Colin Livingston.	.. ..	.. ..	.. ..	Annie Hunter.
1879	John McIntosh.	Wilmer A. Duff.	.. ..	.. ..	.. ..	Martha McKilligan. *Silver, Wm. Elder.*
1880	Wilmer V. Duff.	Martin A. Henderson.	Lilian Hazen.	Herman Peiler.	.. ..	Walter Taylor. *Silver, S. Jones.*
1881	Howard D. Fritz.	W. F. Ganong.	L. Eliz. Narraway.	Samuel W. Kain.	Christina McLaren,	Sophia McLaren. Emma Purvis.
1882	Herman Peiler.	Herman Peiler.	Sophia McLaren.	George E. Keator.	.. ..	Annie Robb.
1883	John W. Gallivan.	Arthur Richardson.	Kate R. Hall	William C. Cross.	.. ..	Frank Hartley.
1884	William D. Matthews.	William C. Cross.	Sarah Shenton.	Thomas Dieuaide.	.. ..	Ellen Coholan.
1885	Alex. O. Macrae.	Oscar Watson.	Alice Rainnie. Jennie Mowatt.	Charles J. Milligan.		
1886	Ed. D. Johnson.	William A. Vanwart.	Annie D. Robb.	Ed. J. Mildon.		
1887	William McFarlane.	Allan Wilson.	Mary Evans.	Percy Hanington.		
1888	Francis Walker.	John McKnight.	Alice Walker. Gertrude Hanington.	Ernest Ruel.		
1889	Cyrus H. Rice.	Frederick McNeil.	Carrie M. Sulis.	George Milligan.		
1890	Frank Green	William Clarke.	Maggie Morrow.	Charles M. Manning.		
1891	Kate Travers.	Herman Peck.	Susan Cameron.	Kate Travers.		
1892	H. May Ward.	Oscar Ring.	Mabel Hanington.	Maud Hannah.		
1893	Hattie A. Smith.	H. A. Smith.	Helen G. Allison.	Helen G. Allison.		
1894	Muriel B. Carr.	Muriel B. Carr.	Francis Coll.	Maud Gibson.		*Gold. C. W. Weldon.*
1895	Jessie Lawson.	Mary Clark.	Walter J. Wilson.	Thomas Lunney.	.. ..	Chas. Montgomery.
1896	Walter J. R. Wilson.	W. J. E. Wilson.	Harry Devlin.	Emily McAvity.	.. ..	Marian Belyea.
1897	Wallace Bagnall.	Harry Devlin.	Emily McAvity.	Charles Lawson.		*Gold, D. R. Jack.*

TABLE XIV. — Medalists in the Public Schools of Saint John. — (*Continued.*)

Year.	Corporation Gold *Dux* of Schools.	Parker Silver, Mathematics.	Governor-General's Silver, Grade IX.	Various.
1899	Charles Lawson.	Charles Lawson.	Ella M. Smith.	.. ..
1900	Ella M. Smith.	Ella M Smith.	May Perkins.	1, W. Morrow; 2, I. McGerrigle; 3, M. Coggar
1901	Gertrude Lawson.	May Perkins.	William Morrow.	2, Mary Hanson.

1. Gold Medal for Grade IX, given by Lady Trustees.
2. 2 Gold Medals for Grade VIII, given by A. I. Trueman, Chairman.
3. Gold Medal for 2nd in Grade VIII, given by C. N. Skinner.

III. CITY OF MONCTON.

Board of School Trustees, 1901.

MR. J. T. HAWKE, *Chairman.*

MR. H. H. AYER, MISS HATTIE TWEEDIE, MR. JOHN HARRIS,
L. N. BOURQUE, M. D., MR. A. E. WALL, MR. H. S. BELL,
MR. JAMES FLANAGAN, MRS. ANNIE M. PURDY,
F. A. MCCULLY, B. A. LL. B., *Secretary.*

Staff of Grammar School, 1901.

GEORGE J. OULTON, M. A., Principal, Teacher of Science, and Geometry.

CYRUS ACHESON, { Teacher of English Literature, Grammar. Analys Essay Work, French.

G. FRED MCNALLY, B. A., { Teacher of Latin, Greek, General Histor Civics, Book-keeping, British History.

LUTHER R. HETHERINGTON, B A. { Teacher of Mathematics and Canadi History and Geography.

To J. R. INCH, Esq., LL. D, Chief Supt. of Education. }

SIR :—The Board of School Trustees for the City of Moncton, have t honor to present for your consideration the annual Report of the Public Scho in the City of Moncton, for the year 1901.

During the year some changes have taken place in the constitution of t Board. Mr. G. B. Willet, much to the regret of the Board resigned his po tion as Trustee early in the year, his position was filled by the City Coun appointing Mr. John H. Harris in his stead. The term of office of Mr. W. Martin having expired Mr. H. S. Bell was appointed by the City Council the 22nd of March last. Messrs Willet and Martin for years have given va effective service as Trustees, and the interests of the schools were active promoted by both gentlemen. During the year there have been no change the *personnel* of Trustees appointed by the Lieutenant-Governor-in-Counc The grand total number of pupils in attendance at various schools at close December, 1901 was 1778.

ABERDEEN SCHOOL.

During the year there were sixteen schools conducted in this building, the Grades running from I. to XI. inclusive, in which 802 pupils were enrolled. Grades IX., X. and XI. of which there were two classes in Grade IX., constitute the High School, and the Grammar School for the County of Westmorland. There were 152 pupils in the High School.

The Staff of the High School has undergone some changes during the year. In June last, Mr. McLean's term of contract having expired, the position of Classical Instructor was given to Mr. G. Fred McNally, B. A., formerly Instructor in Classics in Stanstead College, Quebec. Mr. McNally came highly recommended as a good disciplinarian and an excellent teacher. The Board has not been disappointed. One department of Grade IX., in the High School has not in the judgment of the majority of the Board been conducted in a satisfactory manner. The Board have therefore readjusted the Four Departments of the High School for the coming year under three teachers instead of four as formerly.

MATRICULANTS.

The following were successful candidates from the High School in passing the examination held this year for Matriculation in the University of New Brunswick: Harry Ayer, Louise Copp.

ENTRANCE EXAMINATION.

In June last, examinations for entrance into the High School were held in the Aberdeen Building under the supervision of Principal Oulton of the High School, Principal Irons of Victoria School and the secretary. 85 candidates presented themselves of whom 22 passed in the first division, 43 in the second division, and 20 in the third division. Of the number presenting themselves for examination 76 were admitted to the High School for Grade IX. The one making the highest marks in this examination was Miss Beatrice Bourque of Wesley Street School, who made a total of 863. She won the Silver Medal for 1901 donated by His Honor the Lieutenant Governor.

GRADUATION EXERCISES.

In June last the closing exercises of the High School were held in the Assembly Hall of the Aberdeen Building. The Hall was crowded with visitors, Principal Oulton of the High School presiding.

The following constitutes the graduating class for 1901, who diplomas in order of merit.

Louise Copp,	1st Division.
Harry Ayer,	
Joanna Moore,	
James Barnett,	2nd Division.
Alice Marks,	
John Charters,	
Julia Flanagan,	
Edith Cameron,	
Jules Girouard,	3rd Division.
Wanda Sullivan,	
Alva Lockhart,	
James Pitfield,	
Agnes Marks,	
Maggie Buchanan	
Mary Peters,	
Maud Gibson,	

After which the following program was successfully carried out.
Selection—Orchestra.
March—To music of High School Class, headed by graduates.
High School Call.
Chorus—The Land of the Maple, High School.
Recitation—Canadian Born, Miss Ida Bishop.
Original Essay—Dominion of Canada, Miss Alva Lockhart.
Solo—The Dear Home Land, Miss Mary Peters.
Recitation—"How Reuben Played," Miss Eva McCracken.
Chorus—The Brook, High School.
Essay—Duke of Wellington, Lincoln Crowsen.
Selection—Orchestra.
Recitation—The School Master Beaten, Miss Edith Nugent.
Essay—"Victorian Era." Miss Louise Copp.
Prophecy—Miss Jennie Rippey, Propheters.
Recitation—Brown's Steam Chair, Miss Mamie Chapman.
Chorus—Down by the River Side, High School.
Valedictorian—John Charters
Class Song—Grade XI.

BONDS.

School Bonds Number 32 and 33, issued July 1881 for $500.00 each at 6 per cent interest, fell due during 1901. One Bond $500.00 the Board paid out of Current Account. Legislation will be secured to reissue these Bonds at 4 per cent. Attached to this report are a number of tabular and comparative statements relating to the City Schools. All of which is respectfully submitted.

F. A. McCULLY, Secretary.

JOHN T. HAWKE, Chairman.

Moncton, December 31, 1901.

RECAPITULATION OF VOUCHERS, 1901.

January	$ 91 02
February	2,126 97
March	1,928 11
April	1,903 94
May	1,303 84
June	3,341 91
July	960 89
August	283 67
September	1,334 36
October	1,570 42
November	1,335 61
December	3,867 77
	$20,048 51
To Balance due the Bank January 1, 1901, ...	1,499 51
	$ 21,548 02

SCHOOL TRUSTEES' RECEIPTS FOR 1901.

Tuition Fees, Miss Weldon	.....	.....	$	5 00
Cash from City	.....	.....		1,158 80
Cash from County Fund	.....	.....		1,192 32
Cash for Sale of Desks	.....	.....		1 75
Cash from City	.....	.....		2,714 62
Cash from City	.....	.....		1,301 29
Cash from City	.....	.....		2,472 50
Tuition Fees, J. H. Lockhart		.....		3 00
Cash from City	.....	.....		1,452 49
Cash from A. Leaman, (Ashes)		.....		11 90
Cash for Ashes	.....	.....		2 10
Cash from City	.....	.....		3,695 59
Cash from County Fund	.....	.....		1,333 96
Tuition Fees, J. H. Lockhart		.....		6 00
Cash from City	.....	.....		1,933 93
Cash from City	.....	.....		4,163 79
Balance	.....	.....	.....	98 98
				$ 21,548 02

EXPENDITURES, 1901.

Dec. 31	By Salaries, Teachers and Officers	.....	$ 12,123 26
"	Janitors' Salaries	....	1,216 00
"	General Repairs	....	129 81
"	Expenses	....	265 06
"	Interest	....	3,558 20
"	Insurance	....	223 00
"	Fuel, Wood	....	681 75
"	" Coal	....	933 86
"	Water	....	75 00
"	School Supplies	....	111 64
"	Furniture	....	7 88
"	Rent, Wesley Street	.....	12 00
"	Fuel, Wesley Street	.....	200 00
"	Real Estate	....	11 00
Total expenditure for 1901		....	$19,548 51
6 per cent. Bond No. 3½ paid and to be issued at 4 p. c.			500 00
			$20,048 51

ESTIMATES MONCTON SCHOOL, 1902.

By Salaries, Teachers and Officers		$ 12,300
" " Janitors		1,316
" General Repairs		200
" Expenses		250
" Interest		4,000
" Insurance		308
" Fuel, Wood		600
" " Coal		900
" Water		75
" School Supplies		120
" Furniture		
" Rent		12
" Electric Light		
" Real Estate		
" Fuel, Wesley Street School		200
		$20,281 00
Less Co Fund, Estimated	$2,281 00	
Bond No. 33 re-issued	500 00	2,781 00
Total amount required for 1902		$17,500 00

Passed January 9, 1902.

STATEMENT NO. 1.

TERM ENDING JUNE 30, 1901. TEACHERS AND ACTUAL ATTENDANCE RETURNS.

SCHOOLS.	TEACHERS.	Salaries.	Days of Session.	Pupils Enrolled.	Boys.	Girls.	Gross Days Pupils Attended.	Gross Days Lost.	Av'ge Days Pupils Attended.	Percentage of Attendance.
Aberdeen	Geo. J. Oulton	$850	117	32	16	16	2556½	441	23.05	72.03
	C. H. Acheson	650	120	40	7	33	3631½	569	31.04	78 5
	L. R. Hetherington	550	120	41	20	21	3691½	592	31.66	77
	D. McLean	450	120	41	22	19	3734	680½	32	81
	S. B. Anderson,	480	120	54	23	31	4810½	520½	41.32	76.53
	Ethel Murphy	275	120	45	20	25	4059½	780½	35	78
	Alice Lea	265	120	59	34	25	5749½	642½	49.275	83.5
	Agnes McSweeney	275	120	55	29	26	5121	1413	44.2	80
	Ella J. McKay	275	120	57	28	29	5360	919½	46	80.7
	Amelia I. Smith	240	120	57	30	27	5711½	762½	48.8	85.6
	Emma Condon	275	118½	55	27	28	4903	1653½	44.49	80.89
	Maggie Gross	275	120	58	33	25	5436	1196½	46	79
	Elspeth Charters	275	120	51	31	20	4790	1060	41	80.9
	Mary A. Moore	225	120	46	15	31	4307	848	36.5	79.3
	Mrs. M. P. Simpson,	275	118	52	27	25	4721	910½	41	79
	Eva Sullivan	240	120	44	22	22	4292	626	36.6	83.18
Victoria	S. W. Irons	850	120	38	14	24	3561	539	30.207	79.5
	Catherine Barton	275	120	33	17	16	2872	432½	24.72	75
	Mary L. F. Bailey	275	120	34	14	20	3077	338	26.125	76.83
	Harriet Willis	265	120	60	25	35	5722½	635	48.97	81 6
	Hazel Taylor	200	120	60	31	29	5943	815½	50.5	83.1
	Fannie McLaren	265	120	63	29	34	6128	1087	51.82	82.25

Victoria	Eunice Brown	275	120	50	32	18	5071	805	42.8	85.6
	G. May Forge	225	120	57	28	29	5641	1098	47	82.5
	Edith Mitchell	240	120	62	38	24	6051½	783	51.34	82.8
	Ella Stevens	275	120	61	29	32	5767	846	49.33	79.22
Waterloo	Florence Murphy	240	120	25	14	11	2266	457	19	77.5
St. Bernard's	Agnes Quirk	400	120	35	9	26	3519	367	29.78	85.08
	Kate Hamilton	240	119	55	28	27	5243½	691½	45.08	81.94
	Natalie Allain	275	120	49	19	30	4803½	802	42.75	87.24
	Elizabeth Richard	240	120	50	24	26	4945	480	42.25	84.5
	Catherine Hennessy	275	120	59	28	31	5429½	1013½	45.4	77
	Evangeline Bourque	240	120	59	33	26	4894	1128½	42	71.7
	Elodie Bourque	225	120	56	19	37	4366½	1061½	37.7	67.4

STATEMENT NO. 2.

TERM ENDING JUNE 30, 1901. NO. OF PUPILS IN THE SEVERAL STANDARDS OF INSTRUCTION.

SUBJECTS.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	TOTALS.
Reading, Spelling and Recitation	245	277	219	213	297	150	131	108	..	..	..	1640
Composition	..	..	167	169	196	150	131	108	..	.	..	921
Grammar and Analysis.	..	..	167	169	196	150	131	108	..	..	..	921
History	..	..	..	..	196	150	131	108	82	40	32	739
Form	245	277	219	169	196	150	131	108	..	..	..	1495
Industrial Drawing	245	277	219	169	196	150	131	108	82	..	..	1577
Print Script	245	277	219	213	197	150	131	108	..	..	..	1540
Writing	245	277	219	213	197	150	131	108	..	..	..	1540
Arithmetic	245	277	219	213	197	150	131	108	82	40	..	1662
Geometry	..	..	..	..	..	..	..	87	82	40	32	241
Algebra	..	..	..	..	55	..	147	107	82	40	32	463
Geography	..	..	219	213	196	150	131	108	82	40	32	1171
Mineral, Plant and Animal Life	220	245	219	213	23	150	131	54	..	..	..	1255
Color	245	277	219	169	196	150	131	108	..	..	..	1495
Objects	..	.	..	..	..	..	..	..	..	..	..	....
Temperance Teachings of Science	245	277	219	213	196	150	131	108	..	..	..	1539
Physics	..	..	..	..	..	..	..	..	82	..	..	82
Physiology	..	..	..	..	..	..	..	..	..	40	29	69
Latin	..	..	..	..	...	..	105	48	..	..	..	153
French	..	.	..	..	..	..	25	25	82	38	29	249
Bookkeeping	..	..	..	..	..	..	..	..	..	40	..	40
Greek	..	..	..	..	..	..	..	..	..	..	4	4
Trigonometry	..	..	..	..	..	..	..	..	..	..	29	29
Agriculture and Botany	..	..	..	..	..	..	..	..	..	..	32	32
[illegible]	..	..	..	..	..	..	..	..	..	..	32	32

STATEMENT NO. 3.

TERM ENDING DECEMBER 31, 1901. TEACHERS AND ACTUAL ATTENDANCE RETURNS.

SCHOOLS.	TEACHERS.	Salaries.	Days of Session.	Pupils Enrolled.	Boys.	Girls,	Gross Days Pupils Attended.	Gross Days Lost.	Av'ge Days Pupils Attended.	Percentage of Attendance.
Aberdeen	Geo. J. Oulton	$850	80	25	6	19	1591½	239	20.54	82.16
	C. H. Acheson	650	80	51	22	29	3481	474	44.67	87.6
	L. R. Hetherington	550	80	38	10	28	2408½	312	30.63	80
	G. Fred McNally	500	80	38	13	25	2639	294	33.62	88.4
	S. B. Anderson	480	80	48	22	26	3091½	450½	40	83.5
	Ethel Murphy	275	80	46	24	22	3068½	459½	39	85
	Alice Lea	275	80	46	31	15	3271½	296	41.15	89.45
	Agnes McSweeney	275	80	47	23	24	2864½	883½	37	78
	Mame I. Smith	265	80	60	34	26	4040½	534	51.84	86.4
	Ella J. McKay	275	80	54	28	26	3455	478½	44	81.6
	Emma Condon	275	80	59	24	35	3633½	1186½	46.34	76.76
	Maggie Gross	275	80	63	27	36	4164½	554½	52.9	83.9
	Elspeth Charters	275	80	55	31	24	3300½	646	42	76
	Mary A. Moore	225	80	55	21	34	3632	650½	45.5	82.7
	Mrs. M. P. Simpson	275	80	57	38	19	3871	512½	49	86
	Eva Sullivan	240	80	60	24	36	3707½	586½	47.4	79
Victoria	S. W. Irons	850	80	49	21	28	3102	413½	39.59	80.8
	Catherine Barton	275	80	61	21	40	3622½	97	46.42	76
	Eva L. Simpson	240	80	52	22	30	3484½	374½	44.5	85.5
	Harriet Willis	275	80	66	31	35	4181	740	53.9	81.6
	Hazel Taylor	225	80	55	27	28	3445½	65	43.3	78.7
	Fannie McLaren	275	80	57	24	33	3714½	450	47.46	83.26

STATEMENT NO. 3—Continued

TERM ENDING DECEMBER 31, 1901. TEACHERS AND ACTUAL ATTENDANCE RETURNS.

SCHOOLS.	TEACHERS.	Salaries.	Days of Session.	Pupils Enrolled.	Boys.	Girls.	Gross Days Pupils Attended.	Gross Days Lost.	Av'ge Days Pupils Attended.	Percentage of Attendance.
Victoria	Eunice Brown	275	80	51	29	22	3395	283	42.73	83.68
	G. May Forge	225	80	55	36	19	3650	490	46.5	84.5
	Edith L. Mitchell	240	80	60	37	23	4020½	523½	51.2	85.3
	Ella Stevens	275	80	57	31	26	3808½	440½	48.50	85.08
Wesley Street	Agnes Quirk	400	81½	38	11	27	2716½	212	33.90	89,21
	Kate Hamilton	240	81½	60	32	28	3818	464	47.9	79.83
	Elizabeth Richard	275	81½	56	34	22	3773	398	47.66	85.1
	Natalie Allain	275	81½	57	21	36	3667	607½	46.39	81
	Evangeline Bourque	240	79½	69	26	43	3577½	418½	46.1	66.8
	Elodie Bourque	225	79½	68	32	36	3758	756	49.5	72.7
	Catherine Hennessy	275	81½	65	32	33	4041	890½	50.51	77.7
		.....	.....	1778	845	933	113,995½	16,177	43.98	81.91

STATEMENT NO. 4.

TERM ENDING DECEMBER 31, 1901. NO. OF PUPILS IN THE SEVERAL STANDARDS OF INSTRUCTION.

SUBJECTS.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	TOTALS.
Reading, Spelling and Recitation	286	212	284	215	219	168	129	113				1626
Composition			271	168	219	168	129	113				1068
Grammar and Analysis			271	168	219	168	129	113				1068
History					122	168	129	113	75	51	25	683
Form	286	212	284	200	194	208	129	113				1626
Industrial Drawing	286	212	284	200	194	208	129	113				1626
Print Script	286	212	284	215	219	168	129	113				1626
Writing	286	212	284	215	219	168	129	113				1626
Arithmetic	286	212	284	215	219	168	129	113	76	51		1753
Geometry									76	51	25	152
Algebra							22	113	76	51	24	286
Geography			284	215	219	168	129	113	75	51	25	1279
Mineral, Plant and Animal Life	123	121	284	275	122	98	129	113				1265
Color												
Objects									76	51	25	152
Temperance Teachings of Science	286	212	284	215	219	168	129	113				1626
Physics									75			75
Physiology										51	25	76
Latin							107	106	65	49	21	348
French									75	44	23	142
Bookkeeping									76	50		126
Greek										7		7
Chemistry									51	25		76
Agriculture and Botany									75	51	25	151
Drawing									75			75

IV. TOWN OF ST. STEPHEN.

Board of School Trustees

JOHN D. CHIPMAN, ESQ., *Chairman*

GEORGE J. CLARKE, ESQ., W. McK. DEINSTADT, ESQ., M. D.
GILBERT W. GANONG, M. P. FRANK TODD, ESQ.
JOHN BLACK, ESQ JOHN LOCKARY.
MISS GRACE B. STEVENS, MRS. MARY D. McGIBBON.

TO JAMES R. INCH, LL. D.,
Chief Supt. of Education.

SIR.—I have the honor to present for your consideration the Report of the Board of School Trustees of the Town of Saint Stephen for the second term of the school year ending June 30th, 1901.

The term of office of John Black, Esq., as a member of the Board having expired on the 31st of December, 1900, he was re-appointed by the Town Council.

Mr. Frank A. Duston resigned his position as teacher of Grades IX, X and XI at the end of the school year as did also Miss H. D. Hanson who taught Grades III and IV in the King Street building. Mr. Duston was a very efficient instructor, but after a year's service with the Board he decided to accept a more renumerative position with the Saint Stephen's Bank. Miss Hanson who had been a member of the teaching staff for many years was one of the most successful teachers ever engaged by the Board. Her resignation was received with much regret by trustees, parents and pupils.

On Friday evening, June 28th, the graduation exercises of the High School were held in the Rink Each year the interest in these exercises increases. This is very gratifying to the Board as well as to the Principal and his pupils. Fully one thousand people were in attendance to hear the essays of the graduates. The class consisted of five boys and eight girls. Several prizes which had been offered at the beginning of the year were awarded, the presentations being made by Mrs. Mary D. McGibbon and G. W. Ganong, M. P. In connection with graduates of our High School it is very satisfactory

to know that Ernest Hill a graduate of 1900 made the highest average of any of the Maritime Province applicants for admission to the Royal Military College at Kington, and he is now a student of that College.

You will notice by the Statement of Receipts and Expenditures which goes forward with this report that there is an over draft of $2757.50 which amount was due the St. Stephen's Bank on June 30th. The cause of this large over draft was the unusually large expenditure of funds in payment of bills contracted on account of sanitary arrangements, and the fact that to June 30th only $1000 00 had been received from the Town owing to the assessment not having been collected at that time.

Respectfully submitted

LEWIS A. MILLS, Secretary.

June 30th, 1901.

TABULAR STATEMENT.

SHOWING NAMES OF TEACHERS, CLASS, SALARY, ETC., FOR THE TERM ENDING JUNE 30th, 1901.

School.	Name of Teacher.	Class.	Salary.	Pupils. Boys.	Pupils. Girls.	Aver'ge Daily Attendance.	Per Cent. Attendance.	Standards Taught.
High School ..	P. G. McFarlane..... ..	I	$700	15	13	22 54	80.50	IX., X., XI,
"	Frank A. Duston.....	I	260	8	17	21.89	87.56	IX., X., XI.
Marks Street...	F. O. Sullivan.....	I	665	46	35	67.35	83.14	VII., VIII.
"	Etta E. DeWolfe, Assistant	I	320	....	....	....	.....	
"	M. Flora Boyd.....	I	260	27	26	45.20	85.28	V., VI.
"	May B. Carter	I	320	22	32	45.75	84.72	V., VI.
"	Jessie D. Henry.....	I	260	28	24	46.	89.96	IV., V.
"	Mercy Murray..... ...	I	260	59	29	43.91	91.49	I., II.
King Street...	H. D. Hanson.....	I	320	29	28	50.00	88.00	III., IV.
"	Jessie H. Whitlock . ..	I	320	27	18	38.5	85.5	I, II.
Cove.....	Charles H. Murray.	I	300	34	24	50.38	86.86	III,, IV.
"	Ella M. Veazey..... ...	I	320	18	23	35.61	86.85	I., II,

Receipts and Expenditures of Board of School Trustees of the Town of Saint Stephen, for the Term Ended June 30th, 1901.

1900.			
Dec. 31.	To amount in St. Stephen Bank, ...	$ 450 00	
1901.			
Feb. 10.	" County Fund, ...	408 99	
"	" Town Treasurer, ...	1,000 00	
			$1,858 99

1901	Cr.		
June 30.	By Amount paid for Teachers' Salaries,....	$ 2,186 19	
"	" " " Repairs, ...	1,954 91	
"	" " " Care of Rooms, ...	302 39	
"	" " " Contingencies, ...	173 00	
			4,616 49
	Balance, ...		$2,757 50

V. TOWN OF MILLTOWN.

Board of School Trustees.

W. W. GRAHAM, *Chairman.*

W. S. ROBINSON, GEO. F. FROST.
JAMES E. OSBORNE, ANDREW MUNGALL.
W. H. LAUGHLAN, J. M. DEACON.
ALICE GRAHAM, FANNIE E. TODD.

J. R. INCH, LL. D., Chief Superintendent.

Report to June 30, 1901.

The schools of Milltown have consisted of the same number of departments as before, being nine; conducted by the same teachers as last year reported, save that Miss Gale retired and Miss Osborne joined the staff. The graduation exercises took place in the Presbyterian Church. Mr. Inspector Carter accepted an invitation and by his wise and helpful address added much to the interest of the occasion.

STATEMENT TERM ENDING JUNE 30TH, 1901.

School.	Teacher.	No. Boys.	No. Girls.	Total.	Present Average.	Per Cent. Average.	Standard.
Superior	J. B. Sutherland	10	19	29	24.86	85.74	IX., X., XI.
"	I. J. Caie	7	16	23	20.54	89.31	VIII.
Intermediate	M. C. Osborne	13	21	34	30.18	88.76	VII.
"	Bessie A. Young	10	19	29	23.40	80.60	VI.
"	C. M. Caswell	37	19	56	46.24	82.57	IV.
"	M. E. Connolly	11	28	39	34.33	87.3	V.
Primary	A. D. Young	32	30	62	53.57	86.4	II-III.
"	T. S. Kirk	16	10	26	23.30	89.61	I-II-III.
"	M. A. Sutherland	34	31	65	55.42	85.3	I-II.

STATEMENT OF EXPENDITURE.

For Teachers' Salaries	$ 1,565 20
" Construction Account	25 37
" Care of Rooms	159 00
" Fuel, $56.87; Insurance, $7.50	64 37
" Expense Account	101 69
Total	$1,915 63

Respectfully Submitted,

E. H. BALKAM,

Secretary.

Milltown, December 11, 1901.

VI. TOWN OF WOODSTOCK.

Board of School Trustees.

H. PAXTON BAIRD, *Chairman.*

GILBERT W. VANWART. JOHN CONNOR.
WILLIAM S. SAUNDERS. JOSIAH R. MURPHY.
W. D. N. SMITH. WILLIAMSON FISHER.

A. B. CONNELL, *Secretary.*

INCH, ESQ., LL. D.
Chief Supt. of Education.

SIR:—The Board of School Trustees for the Town of Woodstock, submit llowing statement of their receipts and expenditure for the School Term g June 30th, 1901.

RECEIVED.

Town Treasurer, ...	$2,900 00
County Fund, ...	425 50
Interest, ...	1 87
	$ 3,327 37

PAID OUT.

ce due Treasurer, ...	$ 69 95	
ers, ...	1,997 00	
or,....	198 00	
ary, ...	50 00	
ance, ...	26 00	
l Supplies, ...	118 51	
....	358 01	
entals, ...	38 35	
est on Debentures, ...	100 50	
ce in Treasurer's hands, ...	371 05	
		$3,327 37

The following is a statement of the schools under their care with the attendance, etc., during the same term :

TEACHER.	Standards Taught.	Per Cent. Pupils Daily Present.	No. of Pupils.
Minnie Carman	I and II	82 29	60
Ella Smith	"	76.78	56
Mary Milmore	"	86.98	44
Frances Peters	III and IV	79.25	62
Mary Baker	"	84.75	33
Elizabeth J. Cupple	"	88.23	34
Katherine Clark	I and VII	77.14	47
Helena Mulherrin	V and VI.	73.57	61
Kate Appleby	"	80.09	51
Alexandra Comben	"	75.8	43
N. F. Thorne	VII and VIII	80	56
Frank A. Good	"	79.5	44
Julia Neales	IX	64.09	29
G. H. Harrison	X and XI	77.44	32
			652

Respectfully submitted,

A. B. CONNELL,

Secretary.

July 6th 1901.

VII TOWN OF CHATHAM.

Board of School Trustees.

W. B. SNOWBALL, *Chairman.*

J. L. STEWART,
P. COLEMAN,
J. D. B. F. MCKENZIE,
MRS. MINNIE R. LOGGIE,
R. A. LAWLOR.
WM. LAWLOR.
M. S. HOCKEN.
MRS. JAMES F CONNORS.

GEORGE STOTHART, *Secretary.*

To JAMES R. INCH, LL. D.,
Chief Supt. of Education.

SIR:—I beg to submit statements of our schools for half year ending June 30th, 1901.

Mrs. Minnie R. Loggie was appointed by the Town Council to fill vacancy made by the death of Miss M. R. Tweedie.

In April owing to illness Miss Bessie M. Creighton was granted leave of absence to end of term and Miss Grace Henderson appointed to the vacancy.

The contractor is making good progress with new building and we are looking forward to occupy it in November.

GEORGE STOTHART, Secretary.

Financial Statement for Half Year Ending June 30th, 1901.

EXPENDITURE.

For salaries		$3,007 50
" Rent		160 00
" Fuel		231 30
" Interest		180 85
" Paid on account debt		250 00
" Incidentals		38 53
		$3,868 18

RECEIPTS.

County School Fund	$ 634 51	
Town Treasurer	3,144 15	
		$ 3,778 66
Balance		$ 89 52

AMES OF TEACHERS, NUMBER OF PUPILS AND GRADES TAUGHT FOR TERM ENDED JUNE 30, 1901.

Teachers.	Salaries.	Boys.	Girls.	Total.	Grades Taught
hilip Cox, Ph. D.	$750	11	14	25	X., XI.
ames McIntosh	500	9	9	18	IX.
. W. Alward	375	20	17	37	VIII.
Iiss Maggie Mowatt	280	22	18	40	VII., VI.
" Ida J. Haviland	200	30	11	41	V.
" K. Maude Lawlor	200	37	20	57	IV., III.
" Laula S. Smith	200	41	11	52	II., I.
" Bessie N. Creighton. " Grace Henderson	200	26	12	38	II., I.
" K. J. B. Maclean	200	26	14	40	IV., III.
ister Ellen Walsh	200		60	60	II., I.
" E. O. Keeffe	200		41	41	III., II.
" S. Jane Curry	200		60	60	VI., V., IV.
" Margaret Barden	280		36	36	VIII., VII.
Iiss Anna G. McIntosh	280	21	11	32	VII.
" Mary C. Edgar	200	25	20	45	VI., IV.
" Essie L. Keoughan	200	20	24	44	V.
" V. C. Wright	200	44	13	57	IV.
" Mabel J. Flood	200	28	19	47	III.
" Katie A. McDonald	200	30	17	47	III., II.
" M. C. Sutherland	200	35	29	64	I.
" Annie M. Curran	200	35	18	53	II.
Totals,		460	474	934	

NUMBER OF PUPILS IN GRADES.

I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.
45	165	142	141	102	69	65	62	18	14	11

IX. — TOWN OF NEWCASTLE

Board of School Trustees.

R. NICHOLSON, M. D., *Chairman.*

MR. J. R. LAWLOR, MR. S. MCLEOD,
MRS. J. W. SINCLAIR, MRS. J. A. MORRISSY,
MR. J. MCKEAN, MR. W. P. HARRIMAN,
MR. A. A. DAVIDSON, MR. J. DALTON,
P. F. MORRISSY, *Secretary.*

To J. R. INCH, ESQ., LL. D.,
Chief Supt. of Education.

SIR :— As requested, I have the honor to present for your consideration, the Report of the Board of School Trustees, of the Town of Newcastle, for the Winter Term, school year ending 30th June, 1901.

EXPENDITURES.

For Teachers' Salaries, ...	$ 1555 21
Janitors' "	131 00
Secretary, ...	50 00
Insurance, ...	12 00
Printing, ...	28 60
Furniture, ...	75 55
Rent for 1 year, ...	200 00
Repairs, ...	16 95
Fuel, ...	104 75
School Supplies, ...	13 46
Incidentals, ...	6 00
Total, ...	$ 2193 52

The following table shows the number of schools, pupils, teachers, etc. :

WINTER TERM.

TEACHER.	No. Boys.	No. Girls.	Total.	Av'g'e Daily Attendance.	Per Cent. Attendance.	GRADES TAUGHT.
M. J. Dunnet	32	17	49	35.54	72.53	V.
I. H. Falconer	23	21	44	34	78.5	III and IV.
M. J. Wallace	37	29	66	50	76	VII and VIII.
S. M. Harriman	40	17	57	43.24	75.86	I and II.
E. McLachlan	25	21	46	38.46	83.6	VI.
P. F. Morrissy	7	11	18	14.34	79.33	II, III, IV, V, VII.
F. P. Yorston / G. K. McNaughton	15	18	33	23.31	70.63	IX, X, XI.
R. M. Reid	19	18	37	24.3	65.9	I, II, III, IV, VI, VII.
L. B. Troy	37	18	55	45.98	81.8	III and IV.
B. M. Bell	48	22	70	54	77	I and II.
	283	192	475	.....	.....	.....

Respectfully submitted,

R. NICHOLSON, Chairman.

P. F. MORRISSY, Secretary.

Newcastle, N. B., 13th December, 1901.

VIII. TOWN OF CAMPBELLTON.

Board of School Trustees.

DANIEL MURRAY, M. D., *Chairman.*

A. McG. McDONALD, FRANCIS X. RUSSELL.
MRS. JOSEPHINE VENNER, MRS. EFFIE BRUCE.
JOHN MAIR, THOS. CARTER.
WM. F. YORSTON, V. J. A. VENNER, M. D.

J. R. INCH, ESQ., LL. D., Chief Supt. of Education.

SIR.—The Board of School Trustees for the Town of Campbellton herewith submit a statement of the receipts and expenditures of the Board, together with statistical tables in connection with the various departments under its charge for the Special Term ending June 30th, 1901.

WORKING ACCOUNTS STATEMENT.

RECEIPTS.

Cash on hand January 1, 1901, ...	$ 496 92	
Tuition Fees, ...	17 00	
Town Treasurer	1,100 00	
County Treasurer	240 54	
Bank Nova Scotia (overdraft)	444 92	
		$ 2,299 38

EXPENDITURES.

Teachers' salaries	1,215 00	
Interest on debentures	400 00	
Exchange on drafts	1 48	
Contingencies	5 00	
Repairs	13 57	
Fuel	182 22	
Supplies	5 92	
Water Rates	10 84	
Printing	2 15	
Insurance Premiums	208 00	
Discount on drafts	30	
Furniture	12 90	
Secretary's salary	50 00	
Janitor's salary	175 00	
Cash on hand, secretary	17 00	
		$ 2,299 38

NAMES OF TEACHERS, NUMBER OF PUPILS, GRADES TAUGHT ETC., DURING TERM ENDING JUNE 30TH, 1901.

	Teachers.	Departments.	Class.	* Yearly Salary.	Boys.	Girls.	Total.	Grades Taught.
1	E. W. Lewis, B. A..	Grammar...	G. Class.	$650	15	21	36	IX., X., XI
2	E. M. Downey, B.A.	Intermediate.	" "	350	21	20	41	VII., VIII.
3	Mary McRae.....	"	II. "	200	37	26	63	V., VI.
4	Kate E. Currie.....	"	I. "	200	37	27	64	IV., V.
5	Clara E. Shannon...	"	II. "	200	33	31	64	III.
6	Amanda Doyle.....	Primary.....	I. "	200	30	20	50	I., II.
7	Martha G. Barnes...	"	I. "	225	30	28	58	I,, II.
				2025	203	173	376	

* Exclusive of Government Allowance.

Respectfully submitted,

WM. F. COMEAU, Secretary.

D. MURRAY, M. D Chairman.

Campbellton, N. B., June 30th, 1901.

APPENDIX D.

REPORTS OF THE INSTITUTION FOR THE DEAF AND DUMB AT FREDERICTON, AND OF THE SCHOOL FOR THE BLIND, HALIFAX.

I.—Fredericton Institution for the Education of the Deaf and Dumb.

MANAGING COMMITTEE.

MR. J. W. SPURDEN, *Chairman.*

MR. H. C. CREED,
REV. J. MCLEOD, D. D.,
REV. WILLARD MCDONALD,
MR. CHAS. FISHER, K. C.,
HIS HONOR JUDGE GREGORY,
REV. J. D. FREEMAN,
MR. HENRY CHESTNUT, *Treasurer.*
MR. G. T. WHELPLEY,
W. C. CROCKET, M. D.,
MR. ARTHUR R. SLIPP,
REV. H. HARTLEY,
REV. J. J. TEASDALE,
MR. HAVELOCK COY,
REV. CANON ROBERTS, D. D., *Secretary.*

MR. ALBERT F. WOODBRIDGE, *Principal.*

ASSISTANTS.

MR. G. ERNEST POWERS, MR. E. E. PRINCE,
MR. JAMES L. NEVILLE.

TEACHER OF ARTICULATION.

MISS IRENE WOODBRIDGE.

DR. MCLEARN, Royal Canadian Regt., *Physician.* DR. TORRENS, *Dentist.*

J. R INCH, ESQ., LL. D.,
Chief Superintendent of Education.

SIR: In accordance with your request I beg to forward a brief report of the work for the period from January 1st to June 30th, 1901.

It is a pleasure to be able to report that during this period the work of the Institution was carried on harmoniously and that nothing serious occurred to mar or interrupt its progress.

The principal and most interesting event of the half year was the annual

closing exercises held in June, which were very largely attended.

The excellent showing made by the pupils in the different classes wa most gratifying to the committee and to the officers of the Institution who ha labored earnestly through the long winter months, that marked improvemen might be seen by the numerous visitors who usually attend our annual closin examinations.

The warm words of approval by many of those present and by the pre whose representatives were also here, were fully appreciated by the Principa and his staff whose sole desire is to bring enlightenment and education to th deaf children throughout the Province.

A number of our pupils attended the Sloyd School, established in the cit through the liberality of Sir Wm. C. Macdonald and the Instructor, M Macredie reported that our boys made good progress, their work comparin very favorably with that of the hearing and speaking students.

ome of the results of the work at the Sloyd School were exhibited at th Annual closing exercises.

While rendering our sincere thanks to our Local Government and th Legislature for the aid which has been extended to the Institution in the pa we would make an earnest appeal for increased support.

Many of our subscribers throughout the Province have urged us to circu late a petition for signature asking for an increased government appropriatio and without doubt such a petition would be freely signed as there is a growin feeling among the friends of the Institution that the work should be mo liberally supported from the Provincial Treasury.

A deputation consisting of some members of our Managing Committe waited upon the Government last session, their object being to urge the claim of the Institution to increased Government support. The deputation ha reason to hope that these claims would be more fully recognized and a large grant made.

It was urged by the deputation that our Provincial Institution for th Deaf should be placed on the same financial basis and given the same libera measure of support as is extended to the Nova Scotia Institutions for th Blind and Deaf.

It was believed that after eighteen years of steady and unremitting co tinuance of the work it was but a just and reasonable request and a claim th would have met with ready acquiescence and approval and especially at a tim when the status of the Province had been marked by great social and com mercial progress.

Some little disappointment was naturally felt by the Directors and officers of the Institution when, after the cordial manner in which the deputation had been received, the House prorogued without making provision for an increase to the usual annual grant of $500.

It is earnestly hoped however, that at the forthcoming session of the House, this omission will be cheerfully rectified and an increase made in our yearly appropriation, as the education of the Deaf is a work now generally recognized as part of that liberal educational system which has won for the Province the warm appreciation and high encomiums of other lands.

ATTENDANCE.

The following has been the attendance.

NAMES AND ADDRESSES — BOYS.

No.	Name.	Age.	Address.
1	Warren Allen	17	Westmorland County.
2	Edward B. Allen	14	" "
3	Harold McManus	13	Kings "
4	Russell Dobson	13	Westmorland "
5	Geo. D. Crain	22	Carleton "
6	Melbourne Bleakney	11	York "
7	Purdy C. T. Rogers	12	Westmorland "
8	Achille St. Onge	12	Madawaska "
9	Willie Matthews	9	Prince Edward Island.
10	Anoley Andrew Green	11	Charlotte County.
11	Willie Olsen Trenholm	11	Westmorland County.
12	John Arthur Wiley	10	Carleton "
13	Oscar Haines	10	" "
14	Clarence S. Nicholls	12	Restigouche "
15	Ernest Gordon Rogers	9	Westmorland "
16	Jno. Francis Patterson	11	St. John "
17	Clyde Dow	13	York "
18	Abe Levine	11	St. John "
19	David Samuel Ferguson	8	York "
20	Isaac Hawkes	16	Kings "

NAMES AND ADDRESSES — GIRLS

No.	Name.	Age.	Address.
1	Della Maud Green	19	St. John County.
2	Viva H. Wasson	16	Queens "
3	Nellie H. Dixon	10	Kings "
4	Edna Isabel McKenzie	16	Albert "
5	Muriel Morrison	17	Carleton "
6	Ellen Robinson	14	Kings "
7	Helen J. Bowland	26	" "
8	Essie May Haines	13	Carleton "
9	Grace McFarlane	9	Westmorland County.
10	Martha Eva Dickie	19	Restigouche "
11	Melissa J. Watson	14	Queens "
12	Clara Bell Mitton	8	Westmorland "
13	Emma Scott	14	St. John "

The total attendance for the half year has been thirty-three, viz., twenty boys and thirteen girls representing the following counties.

Albert	1	Queens	2
Carleton	5	Restigouche	2
Charlotte	1	St. John	4
Kings	5	Westmorland	8
Madawaska	1	York	3

Prince Edward Island.... 1

The closing exercises illustrating the work of the session were held at the Institution and considerable interest was manifested in the proceedings, the house being filled to overflowing with distinguished and appreciative visitors from Fredericton, Gibson, Marysville, St. John, Moncton, Florenceville, Digby, Winnipeg and other places.

The Hon. Judge Gregory presided and among the visitors were the Very Rev. Dean Partridge, D. D., Canon Roberts, D. D., the genial Secretary of the Institution, J. D. Phinney, K. C., Messrs. Havelock Coy, H. C. Creed and other members of the Committee.

The afternoon's program was received with much appreciation and all expressed themselves as delighted with evidences of careful instruction shown by the pupils

The exercises were held in the school-rooms, the folding doors between which were opened making one large audience room. About the walls of the room were arranged specimens of the work of the pupils in free hand drawing, map making and water color painting, while upon a large table was displayed the work done by the boys who attended the Sloyd School during the term. They took pleasure in pointing out to the visitors the specimens of their own manufacture and all had just reason for being proud of their work.

The exercises opened with the pupils reciting the Lord's Prayer which was followed by the Principal's address.

A cordial welcome was extended to all on behalf of the Institution. Most of the advanced pupils having left the previous June to enter on their life avocations, a younger class had been taken to supply their places and while less experienced had done fairly well and the results were shown in their examination.

Neither death nor serious sickness occurred during the session and the whole year had been a profitable one to the pupils and a pleasure and satisfaction to the teachers.

The financial position of the Institution was referred to and thankfulness expressed that all obligations resting upon it had been met.

A few practical points regarding the deaf were then touched upon to give e visitors a clearer understanding of the condition in which they are placed the deprivation of hearing and some of the difficulties with which they have contend in attaining a knowledge of language and other subjects.

In speaking of the condition of the deaf previous to education he said:

"About sixty per cent. of our pupils are born deaf. Let us try to realize hat hereditary deafness means. We all know of cases of friends or relatives ho have become hard of hearing as it is called or entirely deaf in mature age, it this, while serious enough, is but a minor affliction in comparison with the ate of these children. If everyone of us in this room were to become stone af this afternoon we should no doubt consider it a heavy affliction, but it ould not place or lower us to the plane of those who are born deaf. It would adually deprive us of vocal speech but not affect our written language nor e ability to read the thoughts of others."

The methods of teaching were then described. The problem confronting e teacher was how can a knowledge of written language be conveyed to them that they can assimilate it and use it as a means of communication in the ruggle of life?

Thousands of earnest men and women were devoting their lives to the acidation of this problem. They had taxed their minds and patience for ars to restore the deaf as far as possible to society and lay the basis for eful, honest, responsible and self-supporting citizens.

Efforts had been made for the restoration of their hearing, medical experts d used their utmost skill in this direction, but all in vain. Instruments had en devised to improve their hearing but with little success.

Failing in this, attention was then given to a system of oral training or ticulation and lip reading, the idea being that they should be taught to read e lips of others and use their vocal organs without hearing, depending only the sense of sight.

Another method was to adopt a language, a silent language which would peal wholly to the sight and be totally independent of the ear.

Both these methods had been largely adopted and were the principal thod of teaching the deaf at the present day. The advantages derived from e use of both methods were then referred to and he gave a number of illustions of the difficulties arising in teaching the deaf, the shades in meaning of rds spelled differently and also of words similarly spelled. He appealed to s hearers to persist in the use of only good English, to avoid slang and to ry in their birthright of the English tongue.

The examination of the pupils then took place and the rapt attention of audience showed the great interest which this part of the program ted.

Miss Woodbridge then brought forward her pupils in the lip reading and culation department and the proficiency which they had acquired testified the tact and patience shown by their instructress.

The presentation of prizes followed, the presentations with suitable ldresses being made by some of the gentlemen present.

A pleasing feature was the presentation by the pupils of a gold mounted ebony cane to Canon Roberts who had been secretary of the Institution since its formation eighteen years ago.

Miss Della Green (one of the pupils of Miss Woodbridge's class) first wrote her address upon the blackboard and then spoke the words orally as she presented the cane.

Dr. Roberts made a feeling and happy reply. The program closed with remarks from the chairman who expressed the pleasure he and all had derived from witnessing the bright happy demeanour of the children and the successful results of the training they had received.

In Conclusion—cheered by the fact that the session had been a successful one and thankful that the work was making headway and prospering, the teachers joined with the pupils in anticipating with considerable pleasure the long midsummer holidays which now lay before them.

ALBERT F. WOODBRIDGE, Superintendent.

II. Thirty First Annual Report of the Board of Managers of the School for the Blind, Halifax, Nova Scotia

INTRODUCTION.

The Board of Managers of the School for the Blind have great pleasure in submitting to the members of the Corporation, to the Provincial Governments and Legislatures interested, and to the friends of the institution, the 31st annual report. In so doing they desire to express their grateful thanks for the Legislative grants which have been so liberally made by the several provinces and to the support given to the work by the many friends of the blind throughout Eastern Canada. Under the blessing of Almighty God the work of educating and training the blind has been successfully and satisfactorily carried on and the usefulness of the school has been steadily developed.

SUPERINTENDENT'S REPORT.

As will be seen by the report of the Superintendent, the several departments of the school are thoroughly equipped and in a high state of efficiency. The members of the teaching staff have shown commendable zeal, and their devotion to their chosen work well merits approval.

It is a matter of satisfaction to your Board to find that the course of instruction in the school is well abreast of the times and that the youthful blind of the Maritime Provinces and Newfoundland have within their reach an education of such an eminently practical character. The school keeps close in touch with its graduates and it is gratifying to note that the great majority of them are meeting with success, are respected in the communities in which they reside, and are living happy and useful lives.

DOMESTIC DEPARTMENT.

The former matron of the school, Miss Fraser, owing to family bereavement resigned her position at the commencement of the present school year. After some consideration, it was decided to combine the positions of matron and housekeeper and to appoint a second assistant matron. This has been done and so far the arrangement works admirably. Mrs. Chisholm, now acting matron, supervises the entire domestic work of the school and still finds time

to discharge her duties as housekeeper in superintending the work in the kitchen, dining rooms and laundry, and in taking charge of the food supplies. Mrs. Chisholm has been given two assistants, the one to act as matron of the girls' department, to be responsible for the scrupulous cleanliness of the girls' wing and the repairing of the girls' clothing. The boys' assistant matron has been assigned similar duties in the boys' department. We believe that this arrangement will prove most satisfactory and that Mrs. Chisholm, who is deeply interested in the pupils, will discharge her duties with characteristic energy and efficiency.

BUILDINGS AND GROUNDS.

During the summar the roofs of the main building and east wing were re-covered and several alterations and improvements in the interior of the buildings were carried out. The buildings, although extensive and well adapted for their purpose, are nevertheless too small to meet the present needs of the school. It must be remembered that our household, including officers, members of the teaching staff, the domestic staff, and pupils numbers 144 persons and that to provide dormitories, schoolrooms, music rooms, sitting rooms, dining rooms and other requisite accommodation, is under present circumstances no easy matter. We have utilized every available space, have used our music rooms at night for bed rooms, have turned our hallways and reading rooms into practice rooms, and our sitting rooms into class rooms. In fact we have done everything that can be done to keep the doors of the school wide open to those for whom it is intended. We fully realize that in the very near future an effort must be made to provide increased accommodation, and we believe that when the friends of the school appreciate the fact that such increased accommodation is absolutely essential they will, as hitherto, gladly aid us with their subscriptions, and will do all in their power to help us in extending the grand educational work which is being carried on.

As the means at our command would allow, we have, from time to time, improved the grounds of the school and arranged them so as to meet the requirements of the pupils. In the lower square we have constructed an artificial pond 120 feet in length by 60 feet in breadth. Owing to the nature of the ground it was necessary to lay the bottom in concrete and to build the surrounding wall in a most substantial way. In this connection we desire to acknowledge the indebtedness of the Board to Mr. F. W. W. Doane, who kindly supervised the construction of the pond, and who has heretofore advised as to the laying out of the grounds. The pond will be a source of pleasure to

the pupil throughout the school year, but it will be more particularly appr ciated during the winter season, when it can be used for skating. We hope in no distant day to be able to asphalt the paths so as to make them clean an dry and fit for use at all times excepting for a short time in winter. Th would obviate the necessity of constructing balconies or piazzas where th pupils might exercise, and would make the grounds much more available durin the early spring and late autumn months.

The actual cost of educating a blind boy or girl in this school, consideri capital expenditure, is $225 per annum. Through the bequests of its bene factors and the subscriptions of its friends this association or corporation fortunately able to meet one third of this cost, or $75 per pupil. The Ac provide that for each pupil from Nova Scotia or New Brunswick the sch should receive $75 from the respective Provincial Governments and a like su from the municipality to which the child belongs. The cost of education thus equally divided between our own association, the Provincial Governmen and the municipalities.

NOVA SCOTIA.

There are now pupils attending the school from seventeen of the eighte counties in Nova Scotia, making in all seventy-one pupils from this provinc From two of these counties we have at present seven pupils, while three othe counties have but one pupil in attendance. This disproportion in attendanc is somewhat difficult to explain, but in a cycle of years it will be found th any given section of the country will probably have no more or no less than i proportion of schoolable blind children, although at one time it may have mor and at another time less. During the first fifteen years in which the scho was in operation we had five pupils in all from the Musquodoboit Valley, whil during the past fifteen years we have had but one pupil from that section o the County of Halifax.

NEW BRUNSWICK.

There are at present thirty-two pupils in attendance from the Province o New Brunswick. These are drawn from ten of the fifteen counties, leavin five counties unrepresented. Taking into consideration the respective popula tions of the provinces of Nova Scotia and New Brunswick, and the number o blind children from each province now under training, it would appear th there are at present from fifteen to eighteen young blind persons in Ne Brunswick who are growing up without receiving an education. We woul earnestly request those interested in the education of the blind to send in to th

Superintendent of the school the names, ages and addresses of all blind persons under twenty-one years of age. In this matter the co-operation of clergymen and medical men would be most advantageous.

PRINCE EDWARD ISLAND.

In the matter of the education of the blind the Government and Legislature of P. E. Island have not yet placed themselves fnlly in line with the other provinces, but it may at least be said that their position in this respect has somewhat improved during the past two years, and it is earnestly to be hoped that before long the statutes of P. E. Island will contain an Act making education free to the blind of that province. At the present time the school receives a grant from the Legislature of $450 per annum for the six pupils in attendance, and a further grant of $150 from the city of Charlottetown. This makes in all $600. The actual cost per annum of educating these six pupils is $1350, of which the school voluntarily assumes one-third, or $450, and asks the Government and Legislature to provide the balance of $900. We commend these figures to the kind and thoughtful consideration of the public-spirited men and women in P. E. Island, and respectfully urge the government to introduce such legislation as will place the education of the blind upon a footing honorable to the province and equitable to the school.

NEWFOUNDLAND.

We have at present eight pupils from the Colony of Newfoundland for the tuition of whom the Legislature makes an annual grant to the school of $1,200.00. Hitherto the Government of Newfoundland has limited the number of beneficeries to eight, but we have the assurance of the Premier, Hon. Sir Robert Bond, that during the coming session of the Legislature he will see if something cannot be done to secure an increased grant so as to provide for the admission of a larger number of pupils.

The Superintendent:

The following is an extract from the minutes of a meeting of the Board of Managers, held on May 1st, 1901.

"The Board of Managers desires to place on record its appreciation of the action of the Senate of Dalhousie College in conferring upon the Superintendent of the School, Mr. C. F. Fraser, the degree of LL. D. The Board has on many occasions expressed its high estimate of the services rendered to the Blind of the Maritime Provinces by Dr. Fraser, and it feels that the public recognition

which these services have received reflects great credit upon the school a upon the teaching staff as well as upon the Superintendent. In presenti Mr. Fraser to the President of the University, Dr. MacMechan on behalf Senate said, "Mr. Charles Frederick Fraser, M. M., has been Principal of School for the Blind twenty-eight years. Through his personal exertions number of pupils in that period has risen from less than ten to more than hundred, and the methods employed for their education have been of the mo modern and scientific kind. Mr. Fraser has led the way in an importa reform. Through his untiring efforts the education of the blind has ceased, this province, to be regarded as a charity, and is looked upon as a necessa public charge. The Government of this Province was the first on this con nent to recognize its duty in this respect, and to grant to the blind and deaf free education. As a teacher Mr. Fraser has been very successful in develo ing in his pupils a self-reliant and hopeful spirit. They have been made feel that success in almost any calling is within their reach. This spirit, call out and strengthened by sound practical courses of training, is proving efficie in making those who, under less happy circumstances, were doomed to life-lo dependence, into successful and useful members of the community. In th the direct outcome of Mr. Fraser's gifted and buoyant personality, and of unceasing efforts, our Halifax school is recognized as one of the very b Schools for the Blind to be found anywhere. Mr. Fraser's efforts are not co fined to the work of the school. For the benefit of the blind who, through a or other causes cannot attend the school, he has organized a staff of itiner teachers and a circulating library. The beneficent plan which Nova Scotia h the honor of originating has been adopted in several places elsewhere."

ACKNOWLEDGEMENTS.

In addition to the donations elsewhere noted, your Board gratefu acknowledges the following bequests. Estate of John S. McLean, Halif $10 00 00, estate of George H. Starr, Halifax, $500.00, estate of C. C. We Halifax, $418.57, estate of Patrick O'Mullin, Halifax, $100 00, estate of H. Archibald, Halifax, $27 00, estate of Peter Coffin, Halifax, $10.00, estate Gilbert Pagsley, Amherst N. S. $100 00, estate of Mrs. Elizabeth, New Gl gow, N. S. $51.60, estate of C. E. Stanfield, Truro, N. S. $50.00. These beq tes which amount to $2455.17, have been carefully invested and now form part the endowment fund of the school. The income from this fund is used further the education of the blind, and it is a great satisfaction to your Bo to find that the friends of the institution are thus numbering its needs a

that the income from the endowment fund is slowly and steadily increasing.

The thanks of the Board of Managers are due Doctors Lindsay, Kirkpatrick and Cogswell. These gentlemen are ever ready when called upon to attend the pupils, and their professional services are generously given free of charge. The Board of Managers also desires to express its thanks to Mr. H. B. Clark, Mr. J. D. Medcalf, the Weil School of Music, the Halifax Symphony Orchestra, and other individuals and organizations, for kindly admitting the pupils to lectures, concerts, etc, under their respective managements. The value to the pupils of these entertainments from an educational standpoint cannot be overestimated in addition, to which they are a great source of enjoyment.

The railways and other transportation companies have our thanks for the special rates granted and for the uniform kindness and care shown to the pupils while travelling to and from their homes.

All of which is respectfully submitted.

W. C. SILVER,
President of the Board of Managers.

Superintendent's Report.

To the President and Board of Managers of the School for the Blind .

GENTLEMEN :—The table of attendance herewith submitted shows that 1 blind persons have been under instruction during the past year, of which were males and 55 females. Of these 18 have since graduated or remained home, making the total number registered December 1st, 1901, 117, of wh 70 are males and 47 females,. Of these 71 are from the Province of N Scotia, 32 from New Brunswick, 6 from P. E. Island and 8 from Newfou land.

TABLE OF ATTENDANCE.

			Boys.	Girls.	Adults	To
Registered Dec., 1st, 1900	....	....	64	48	5	1
Entered during the year,	....	....	9	7	2	
Graduated or remained at home,		....	8	8	2	
Registered Dec. 1st, 1901	....	....	65	47	5	1

TEACHING STAFF.

After five years of faithful and satisfactory work as a teacher in literary department, Miss Bessie Cumming resigned her situation at the cl of the last school year. Miss Cumming, now Mrs. Robb, has gone with husband to the mission field of Corea, where she hopes to turn to pract account the experience gained while here. The vacancy caused by the ret ment of Miss Cumming has been filled by Miss Elma Baker, a graduate Dalhousie College and a teacher of high standing in the public schools. assistant teacher of modern languages being required, the position was give Miss Bowes, an advanced pupil of Prof. Lanos. With the foregoing excepti our staff of teachers remains the same as at this date last year. This i matter for congratulation, as it is of importance that our pupils should rec their training from teachers of skill and experience and of broad education. the literary department Miss C. R. Frame, Miss Baker, Mr. S. R. Hu Prof. Lanos, Miss Bowes and two assistants have faithfully performed t work, and have sought in every way to develop their pupils and make t strong and self-reliant men and women.

The Kindergarten pupils have continued to enjoy the thoughtful care admirable training imparted by Miss Josie Howe and her assistants, Campbell and Miss Callaman.

In the boys' and girls' musical departments Prof. A. M. Chisholm has been assisted by Miss B. Studd and Mr. T. A. Hubley, as piano-forte teachers; Miss Corbin, vocal teacher, and Messrs. Hanson, Covey and Ivimey as teachers respectively of the clarionet, cornet and mandolin. The work of the departments has been progressive and up-to-date in all respects, and has been carried forward with zeal and energy.

Mr. D. M. Reid, teacher of piano-forte tuning; Mr. D. A. Baird, trade instructor; M. J. S. Scrimgeour, physical instructor, and Miss Allison, teacher of the girls' work, have been steadily at their posts, and have been deeply interested in the success of their pupils.

We have in past years been very fortunate in securing as teachers men and women of character and marked ability, but without disparaging the excellent work done by them, I may safely say that never in the history of the school have we had a stronger or more effective teaching staff, and never have results been more satisfactory or more gratifying. This is due in part to long experience in this special work which the majority of the teachers have enjoyed, and in part to the more careful grading of the pupils which the larger school makes possible, and also to the improved equipment of our several departments.

COURSE OF INSTRUCTION.

In most respects the course of instruction in this school is similar to that followed in the more advanced institutions for the blind in Great Britain and the United States. It is based upon the idea that our pupils, notwithstanding their lack of sight, are to be educated with the view of becoming self-supporting men and women. Were it possible for blind persons to perform ordinary labour, or to market hand made articles in competition with the output of mills and factories equipped with steam and machinery, we might be justified in limiting their education to the rudimentary branches of learning and be satisfied with the results. We have, however, to face the fact that the blind cannot perform ordinary labour to advantage and cannot hope to become so skilled in manual work as to be able to undersell machine-made products. It is therefore a fundamental principle with the best educators of the blind that every effort should be made to train and develop the mental faculties of their pupils so as to prepare them for such professions and occupations as call for intellectual acumen. To the educated blind person the loss of sight is a handicap but not a barrier to success. His trained senses of touch and hearing and even of smell make up to him in a great measure for his loss of sight, while his intel-

lectual powers are none the less strong, keen and effective, because he deprived of vision. Bearing the foregoing facts in mind our course of stu has been carefully arranged so as to place within reach of our pupils a bro and liberal education which is in all respects equal to that imparted in the be public schools of Canada. This education is supplemented by a careful train ing in music, pianoforte tuning and such other branches as the pupils can tu to practical account when they graduate from the school.

APPLIANCES.

It is a great satisfaction to note that the appliances used in the educatio of the blind have of late years been greatly improved. The old arithmet board with its ten distinct raised type has given place to a board with st shaped holes and one type by which sixteen separate characte can be represented. This, in my opinion, although an improvement, is not y an ideal arithmetic board. We use the Braille Point characters in bo reading and writing and should, I believe, use the same system in the study arithmetic. This idea I have suggested to the manufacturers of appliances f the blind.

In the making of raised maps the British and Foreign Blind Associatio of London have scored a distinct success and well merit the gratitude of t instructors of the blind. The political as well as the physical maps made b the association are wonderfully perfect in their execution and accurate i detail. Their cheapness makes it possible to supply each pupil with a map the country to be studied, and the teacher is thus enabled to keep the attenti of the entire class upon the work in hand.

In the manufacture of point print books the advance has been phenom enal. A few years since books for the blind were embossed only on one si of the leaf. The first great saving of space was secured by the method know as interlining, that is, the lines on one side of the leaf were embossed betwe the lines upon the opposite side. Still more recently it has been found th space might be economised by embossing the points on one side of the sh between the points upon the opposite side, thus completely filling with readi or other matter both sides of the page.

The latest invention comes from Birmingham, England, where a system shorthand has been devised and a machine for rapidly embossing the Brai characters has been invented. With this machine, one of which has be ordered for the school, a pupil can be trained to take notes of a public meeti or even make a verbatim report of a speech and then reproduce the same

ypewritrng from an ordinary machine. This invention will unquestionably nake it possible for the blind to become newspaper reporters and correspon-lence clerks.

HEALTH.

The health of the pupils throughout the year has been most satisfactory, nd the work of the several departments of the school has been but slightly nterrupted by the carrying out of a general vaccination. Such cases of ickness as have occured have been promptly and carefully looked after by the ttending physician, Dr. A. H. Lindsay, and by the matron in charge.

PHYSICAL TRAINING.

The physical training of the pupils, which is recognized to be of first mportance, has received careful ttention. The pupils spend forty-five inutes daily in the gymnasium under the instruction of Mr. James Scrimgeour, nd are taught to march, to use dumb-bells and wands, and to freely and asily perform exercises upon the overhead ladder, the rings, the parallel bars nd the German horse. Contests in walking and running in the open air, and articipation in out-of-door sports are also encouraged and are keenly enjoyed y the pupils. Now that the artificial pond in our grounds has been completed, e anticipate that the majority of the boys and girls will learn to skate during he winter season, and that they will derive a great deal of pleasure from this ealthful exercise.

GRADUATES.

At the close of the school year in June last a number of young men and omen received their graduating diplomas. Among these may be mentoined e following : T. B. Fletcher, of DeBert, N. S., received first class certifi-te as a teacher of music, and has since settled in Truro, where he has cured a number of music pupils. Charles Kaulback, of New Germany. N. and Hiram Colby, of Bear River, N. S., received first class certificates as ano-forte tuners, and are finding employment in the counties in which they pectively reside. Daniel Morrison, of Black Brook, C. B., was awarded a tificate as a willow basket and brush maker, and has established himself in vicinity of Sydney. C. B. Miss Nellie Taylor, of Halifax, N. S., received ertificate as a teacher of vocal and instrumental music. Miss Taylor went Digby, N. S., for the purpose of securing a class of music pupils, but finding hat popular summer resort that she could turn to advantage the knowledge hampooing she has gained while here she followed that occupation during

the summer months, and proved it to be a remunerative employment, and on that could be satisfactorily followed by a person deprived of sight.

In August last Mr. Frank McLean, who graduated from the school nineteen years ago died at his home in Truro much to the regret of his many friends and his fellow citizens. The obituary notices which appeared in the Truro newspapers bore testimony to the high character of Mr. McLean, to the esteem in which he was held, and to the success which attended his efforts in connection with the founding and carrying on of the Truro Conservatory of Music. After referring to Mr. McLean's early training in this school and to the four years spent by him in the study of music in Germany, the Truro Weekly News says, "in 1894 Mr. McLean opened the Truro Conservatory of Music, in the Queen Building, Prince Street. To the success of this worthy institution, Mr. McLean bent all his energies, and though labouring under blindness, this remarkable man, with the assistance of his talented wife, built up a successful business, and the name "Truro Conservatory of Music" is now widely and favorably known. The late Mr. McLean was, by his kindly, happy and gentlemanly bearing, highly respected and beloved by all who had the pleasure of his acquaintance." In reference to the funeral of Mr. McLean we find the following:—"there were many friends assembled to do honor to the respected dead and to pay the last tribute to the memory of one who, though afflicted with blindness, was an active and untiring worker in life's busy hive." The foregoing tribute to the memory and work of one of our most successful graduates will be appreciated by the friends and supporters of the school and by the educated blind in all parts of this country.

LIBRARY.

In another part of this Report will be found the names of the new point print books, which during the year, have been added to our circulating library and also an acknowledgment of our deep indebtedness to the gentlemen and ladies and to the young people who assisted in the production of the Spectacle Opera of Zephra under the management of Mr. R. W. Averill. From the proceeds of this entertainment we received for our library fund the sum of $415.60 a portion of which amount has been placed on deposit and the balance used in purchasing and manufacturing new books. This edition to our circulating library will be keenly appreciated by those who enjoy the privileges of reading, free of charge, the many instructive and interesting volumes listed in its catalogue.

NEW PUBLICATIONS.

We have issued during the year a number of new publications stereotyped and printed on the machines presented to the school by Mr. H. M. Whitney. These publications are for the use of our pupils and graduates and are of the greatest advantage to them in their school work and in the teaching of music. The Braille musical notation and the ordinary Braille point print can be stereotyped upon the same machine and hence we have the facilities for printing music in tangible form as well as for printing ordinary books.

Among the recent publications may be mentioned, Zobansky's Gallin Paris Cheve method of sight singing, volumes, two, three and four; the Practical Speller in one volume; the Multiplication Tables, Euclid's Definitions, Practical Method for the Piano-forte, by Louis Kohler, a Selection of Easy Piano-forte Pieces for Young Beginners in the First Grade, Hymns, Choruses, etc.

THE EDUCATION OF THE BLIND IN GREAT BRITAIN.

During the summer holidays I had the pleasure of making an extended tour in England and Scotland and of visiting many of the schools and institutions for the blind in the Old Country. I was accompanied by Mrs. Fraser and Miss C. R. Frame, principal of our girls' department, both of whom were deeply interested in the education of the blind. It is impossible in a brief report to refer in detail to the institutions we inspected, or to give a succinct account of the relative standing of the various schools. Speaking generally, the most noticeable feature was the great advancement that had been made in the education of the blind since my visit to the institutions in 1888. This is due in great measure to the enactment of laws by the British parliament making provision for the free education of the blind incumbent upon the board-school authorities instead of the poor-law guardians, upon whom the obligation previously rested. This change in the status of the education of the blind has infused new life into the schools, and as they are now periodically examined by government inspectors, the standard of education has been raised and is now more uniform in its character and more effective in its results. British methods in education, as in other matters, are distinctly conservative, and while I noted with pleasure the progress referred to in educating the blind, I could not help regretting that the bright school boys and girls with whom I talked were unnecessarily handicapped by their surroundings, by class distinctions and the traditional pauperism which their condition implies. In the eighteenth and in the early part of the nineteenth centuries, the blind in poor circumstances were gathered into asylums, where they were fed, clothed and

lodged at the expense of the charitable public. At a later date the inmates of these asylums were taught light handicrafts, and the workers, some of whom resided outside, were paid a small weekly wage for their labor. These asylums have, owing to numerous bequests, become very wealthy, and many of them undertake to give employment to all blind persons needing work. The workers no longer dwell within the walls of the asylum, but live in their own homes or board themselves. They receive a weekly wage far beyond the value of their labor. The committee in charge of these asylums, having ample funds at their command, distribute the same as remuneration for work done or grant pensions to those who by age or infirmity are unable to work. The schools for the youthful blind have, in the majority of cases, been attached to these asylums, and the children have grown up with the idea that come what would they would be looked after and cared for by the institution. One can readily imagine the baneful influence that such a system would necessarily have upon the children of poor parents. There is no incentive to effort, no desire to rise above the circumstances by which they are surrounded. The result is, that after obtaining a somewhat limited education, these boys and girls naturally become workers in the asylum and live and die as recipients of its charity and oversight.

In speaking of this matter to a kind-hearted and thoughtful superintendent, I expressed my regret that such a system should be in vogue and told him that in Canada such methods would not be deemed expedient or in the best interests of the blind. He replied, "in our country we do not believe in educating the blind beyond the class to which they belong" and he added "the asylums look after those who are deprived of sight, literally from the cradle to the grave."

Many of these asylums in addition to their endowments are supported by annual subscriptions and in their reports make special mention of the generosity of the subscribers and give details as to the number of men and women that the committee has been enabled to employ. As a consequence the British public are constantly imbued with the idea that the blind as a class, are mendicants and this impression makes it all the more difficult for one of the poorer class to work independently of the asylum with which he has been associated.

In the limited work that is being done for the higher education of the blind, the Royal Normal College at Upper Norwood stands in the very front rank. It is in many respects an ideal institution, with ideal surroundings. In this college from 150 to 200 boys and girls are receiving a really first class education and it may be hoped that when the educational authorities realize

the excellent work it is doing, an effort will be made to disassociate all scho from asylums and at once raise the status of the schools and of the educati imparted in them. To the late Doctor T. R. Armitage, the blind of Gre Britain owe a deep debt of gratitude for the progress that has already bee made; and to Doctor F. J. Campbell, the practical and energetic principal the Royal Normal College, are due the thanks of the blind of that country f his untiring efforts to place them on a level with persons with sight.

During my visit I learned much that will be most helpful to me in th hool and which cannot fail to be advantageous to the blind of Eastern Canad ur own Institution is not in every way all that I would desire to see it, bu is in so many respects in advance of the majority of the institutions on th her side of the Atlantic that we should have no reason to feel discouraged i r work, and we should in fact be thankful that the blind of the Maritim ovinces and Newfoundland have within their reach an education of such ad and eminently practical character.

CONCLUSION.

In conclusion, gentlemen, I again tender you my sincere thanks for th rm interest you have evinced in the school, and for the hearty co-operatio have ever extended to me in the conduct of its affairs.

All of which is respectfully submitted.

C. F. FRASER, *Superintendent.*

APPENDIX E.

REPORT OF THE DOMINION EDUCATIONAL ASSOCIATION, OF THE COUNTY INSTITUTES, OF THE SUMMER SCHOOL OF SCIENCE AND OF THE MACDONALD MANUAL TRAINING SCHOOL.

I. The Dominion Educational Association

The Fourth Convention of the Dominion Educational Association met in the Normal School, in the City of Ottawa, on the 14th, 15th and 16th of August, 1901. Dr. J. B. McCabe, of the Ottawa Normal School, presided. The following was the program :

GENERAL.

WEDNESDAY, 14TH AUGUST.

8 P. M.—Addresses of Welcome by the Mayor of Ottawa, and the Very Reverend H. A. Constantineau, D.D., O. M. I., President, University of Ottawa.

Responses by Dr. J. A. MacCabe; the Hon. G. W. Ross, LL. D.; Hon. Richard Harcourt; Hon. Boucher de la Bruere; D. J. Goggin, M. A.; Alex. Robinson, Esq.; D. J. McLeod, Esq.

THURSDAY, 15TH AUGUST.

8 P. M.—"The Desirability of Dominion Registration of Trained Teachers." S. P. Robins, LL. D., Principal McGill Norman School.

"Patriotism in Schools." Mrs. Clark Murray, Montreal.

"Comment cultiver le Sentiment National à l'Ecole Primaire." Prof. C. J. Magnan, Laval Normal School.

Address by Prof. Robertson, of the Department of Agriculture.

FRIDAY, 16TH AUGUST.

8 P. M. "Art Education." A. F. Newlands, Esq., Buffalo, N. Y.

"Dominion Educational Bureau." Dr. J. M. Harper, Inspector of Superior Schools, Quebec.

"Educational Exhibit at Paris." S. B. Sinclair, Ph. D., Vice-Principal Ottawa Mormal School.

KINDERGARTEN.

President.—Miss E. Bolton, Normal School, Ottawa.

WEDNESDAY, 14TH AUGUST.

9.30 A. M.—Reception of Delegates.

President's Address of Welcome.

"Educational Value of Music." Mrs. F. M. S. Jenkins, Organist Saint George's Church, Ottawa.

Discussion and Illustration of Method.

Songs by Kindergartners.

2 P. M.—Round Table Conference.

Subjects :—Songs, Games, Programmes, Discipline.

THURSDAY, 15TH AUGUST.

9.30 A. M.—Opening Talk and Prayer.

Address to Mothers, Mrs. Ada M. Hughes, Toronto.

"Some Phases of Infant Mind, from a Mother's Point of View." Mrs. (Rev.) C. E. Bolton.

Discussion.

"The Parents' Responsibility to the State." The Hon. Justice Burbidge, Ottawa.

2 P. M.—Games, Led by Miss MacIntyre, Normal Kgt., Toronto, assisted by Miss Emma Duff, Toronto. Pianist, Miss Maud Lyon, Ottawa.

Social Gathering.—Hostesses, Kindergartners, Ottawa.

FRIDAY, 16TH AUGUST.

9.30 A. M.—Opening Talk and Prayer.

"Art in the Kindergarten." A. F. Newlands, Esq. Buffalo, N. Y.

Discussion and Illustrations.

"The Play Method of Teaching Music." Miss Jean Stocks, Ottawa. An illustration of her original system of teaching notation (staff), time, etc., to beginners.

ELEMENTARY SECTION.

President.—J. B. Calkin, M. A., Truro, N. S.

WEDNESDAY, 14TH AUGUST.

9.30 A. M.—President's Address

"Independent Work by Pupils." Principal MacIntyre, Winnipeg, Man., and Principal Reid, Owen Sound, Ont.

"The Relation of Phonics to the Public School Course." Principal Wa
Collingwood, Ont.

"Current Criticisms on the Ontario Educational System." Princi
Edwards, Napanee, Ont.

2 P. M.—"English Grammar as a Culture Subject." Principal Meldru
Morrisburg, Ont.

"The School and the Home Co-Workers." Principal Masten, Odelltow
Que.

"Education and Crime."

THURSDAY, 15TH, AUGUST.

9.30 A. M. "What the Teacher can do for the Farmer." Princi
Marshall, Halifax, N. S.

"Who Shall Prepare Public School Text Books." Principal Moore, D
das, Ont.

"Drawing in the Public School." J. A. Dobbie, Normal School, Ottaw

"Child Study" Principal Spence, Clinton Street School, Toronto.

2 P. M.—"The School as a Preparation for Practical Life." Ernest Smi
Esq., Westmount, Quebec.

"Science in the Public School." A. E. Atwood, M. A., Principal of Wal
Street School, Ottawa.

FRIDAY, 16TH AUGUST.

9.30 A. M.—"Comparison of the Common School Curricula of the vario
Provinces." Principal Robbins, McGill Normal School.

"Manual Training." Principal Kidner, MacDonald Training Scho
Truro, N. S.

"Religion in the Public School."

2 P. M. "Education in Nova Scotia." Inspector Creighton, Halifax, N.

"Education in New Brunswick." Prof. John Brittain, Fredericton, N. B

"Education in Prince Edward Island."

"Education in Quebec.

"Education in Ontario." Principal F. C. Powell, Kincardine, Ont.

"Education in Manitoba." Principal MacIntyre, Winnipeg

"Education in North West." D. J. Goggin, Esq., M. A., Superintende
of Education, N. W. T.

"Education in British Columbia." Alex. Robinson, Esq., Superintende
of Education, Victoria, B. C.

HIGHER EDUCATION.

President—D. J. Goggin, M. A., D. C. L., Supt. of Education, N. W. T.

WEDNESDAY, 14TH AUGUST.

9.30 A. M.—President's Address.

"Some Phases of Secondary Work in Europe and America." W. Packenham, B. A., Chairman Board of Examiners for Ontario Education Department.

"Modifications of High School Courses Demanded by Conditions of To-Day." W. J. Robertson, B A., LL. B., Collegiate Institute, St. Catherine's, Ont.

2 P. M.—"Entrance Requirements to High Schools and Universities." John Squair, B. A., Associate Professor of French, University College, Toronto,

"Should Greek and Latin be Retained as Snbjects in our Secondary School?" J. Henderson, M. A., Principal Collegiate Institute, St. Catherine's, Ont.

THURSDAY, 15TH AUGUST.

9 A. M.—"Modern Geometry." N F. Dupuis, M. A., F. R. S. C., Professor of Mathematics, Queen's University, Kingston, Ont.

"History in the High School." A. Stevenson, B. A., Collegiate Institute, Woodstock, Ont.

2 P. M.—"Literature in the High School." John Marshall, M. A., Assistant Professor of English, Queen's University, Kingston, Ont.

"What a Pupil has a Right to Expect as a Result of His High School Training in French or German." A. H. Young, M. A., Professor of Modern Languages, Trinity University, Toronto, Ont.

FRIDAY, 16TH AUGUST.

9.30 A. M.—"Ecology *vs.* Morphology." G. U. Hay, D. Sc., F. R. S. C., Editor *Educational Review*, St. John, New Brunswick.

"The Educational and Industrial significance of the Later Developments of School Work in Kindergarten, Nature Study and Manual Training." W. S. Ellis, B. A., Principal Collegiate Institute, Kingston, Ont.

2 P. M.—"The Educational Demands of Democracy." John Miller, B. A., Deputy Minister of Education, Toronto, Ont.

"Geometry in Secondary Schools." A. H. McDougall, B. A., Collegiate Institute, Ottawa.

INSPECTION AND TRAINING.

President—H. V. B. Bridges, M. A., Fredericton, N. B.

WEDNESDAY, 14TH AUGUST.

9.30 A. M.—President's Address.

"What Child Study has Done for Education" Principal Scott, M. Normal School, Toronto.

"Methods in Arithmetic." W. J. Summerby, Esq., Inspector of Pu Schools, Russell, Ont.

2 P. M. "The Third Element in Education" Dr. J. M. Harper, Inspe of Superior Schools, Quebec.

"County Model Schools in Ontario." Principal Jordan, Prescott, Ont.

THURSDAY, 15TH AUGUST.

9.30.—"Duties of the School Inspector, Outside the Schoolroom." J Parker, B. A., Inspector of Schools, Leeds, Quebec.

"Duties of the School Inspector, Inside the Schoolroom." J. W. McO B. A., Inspector of Schools, Lachute, Quebec.

"The Teaching of French." Principal Truell, Lachute Academy.

"Some Problems of our Rural Schools." Colin W. Roscoe, M. Inspector of Schools, Kentville, N. S.

2 P. M. "Attention. How it Can be Secured in the Schoolroom." H. S. Bridges, St. John, N. B.

"The Psychology of Nature Study." Sidney Silcox, B. A., B. Pa Inspector of Public Schools, St. Thomas, Ont.

"Dominion Certificates." Rev. W. H. G. Colles, Inspector of Pub Schools, Chatham, Ont.

The attendance was small — less than 100 having enrolled; but the pap read and the discussions which followed the reading of the papers were of deepest interest.

A visit to the Dominion Experimental Farm, to the library, museum a parliament buildings, and an excursion to Britannia on the Bay were pleasa features of the meeting.

One of the most important features of the Association was the propo made by Prof. Robertson, of the Department of Agriculture, to establish number of experimental schools in rural sections throughout the dominion effect improvement along the following lines To establish well-equipp schools with the best available teachers, and thus bring about the centralizati of several scattered districts into one, to make provision for school garde and the best possible sanitary arrangements for rural schools, to exemplify t best methods of teaching nature subjects and manual training, to so handle t subjects in the curriculum of studies for each province that the schools sha deserve the usual local and provincial support, and at the same time be obje lessons in education for governments and communities. Prof. Robertson sa

that the money for the experiment would be forthcoming as soon as a competent committee, to be appointed by the Association, had decided upon the details of the scheme. The Association approved heartily, and the following committee was appointed: Dr. Goggin (Regina), Dr. S. B. Sinclair (Ottawa), Supt. McIntyre (Winnipeg), Principal Scott (Toronto), R. H. Cowley (Ottawa), Dr. McKay (Halifax), Dr. Inch, Inspector Carter, J. Brittain (New Brunswick), Dr. Anderson, Prof. Robertson (P. E. Island), Inspector Parker, C. J. Magnan (Quebec). Prof. Robertson, of Ottawa, was invited to act with the committee.

The following are the officers of the Association: President, Dr. D. J. Goggin, Regina, Superintendent of Education for the N. W. T.; Vice-Presidents, the heads of education for the different provinces; Directors, Principal Scott, Toronto; F. H. Schofield, Winnipeg; Dr. S. P. Robbins, Montreal; G. W. Parmelee, Quebec; G. U. Hay, St. John, N. B.; Dr. J. B. Hall, Truro; Prof. Robertson, Charlottetown; F. H. Cowperthwaite, Vancouver; Secretary, W. A. McIntyre, Winnipeg; Treasurer J. T. Bowerman, Ottawa.

Winnipeg was chosen as the next place of meeting, the time to be early in July, 1903.

II.—Reports of the County Institutes.

ALBERT COUNTY

[From the Education Review June [illegible]]

The twenty-fourth annual meeting of the teachers of Albert County, B., took place at Hillsboro on Thursday and Friday, the 6th and 7th i President T. E. Colpitts, of the County Grammar School, presided. At fifty teachers were in attendance, and Dr B. A. Marven, secretary of School Board, welcomed them to the hospitalities of the town in a w address. Miss E. A Swanson gave a practical lesson to a primary cl illustrating in a very excellent manner how color, number and paper-fold may be taught to primary grades.

On Thursday afternoon the members of the Institute enjoyed a natu history excursion to the Plaster Quarries under the guidance of Manager C. Osman, M. P. P., who placed his time and conveyances unreservedly at disposal of the teachers. The plaster caves were visited, and models quarrying the plaster seen. Afterwards the visitors gathered in groups in the summer house of Mr. Osman, when a talk on plants was given by Mr. U. Hay, and Mr. Osman explained the qualities and uses of the gypsum, wh forms such an important industry at Hillsboro. After refreshments, an hearty vote of thanks to their kind host and hostess, the party returned town.

On Thursday evening a largely attended educational meeting was held the public hall at Hillsboro, presided over by C. J. Osman, Esq. Much re was expressed at the unavoidable absence of Chief Superintendent, Dr I A fine band, of which the townspeople are justly proud, and an excellent c enlivened the proceedings with appropriate music. Addresses were deliv by Inspector Steeves, Mr. G. U. Hay, Principal J. M. Palmer and Rev. C Townsend. References were made at this meeting and during the sesion the Institute to the fine position, well-kept surroundings, and clean, airy well-appointed rooms of the Hillsboro school building. It is a credit to people.

On Friday an interesting nature lesson on Indian Corn was given class by Miss Helena Atkinson. A paper which aroused considerable di sion was The Teacher as a Factor in Politics, by J. T. Horsman, A. B. views of the writer were quite warmly discussed by H. H. Stuart, J. M. P

d others. An excellent lesson on British History was taught to a class of ade Seven pupils by Miss Agnes E. Reynolds.

The following officers were chosen: President, T. Colpitts (re-elected); ice-President, Miss Beatrice Steeves; Secretary-Treasurer, A. D. Jonah -elected). Additional members of the executive committee: Misses Ella nith and Martha Avard. The next meeting of the Institute will be held at opewell Hill.

CARLETON COUNTY.

[From the *Educational Review*, January, 1902.]

The twenty-fourth annual session of the Carleton County Teachers' Institute was held at Woodstock, on Thursday and Friday, Dec. 19th and 20th, esident G. H. Harrison, in the chair. Eighty-five teachers enrolled. In terest and excellence of the papers and discussions the meeting was one of e most successful ever held in the county. Chief Supt. Dr. Inch and spector Meagher were present and contributed very largely to the interest of e proceedings. The following papers were read: On the Teaching of History d Geography, by Mr. Joseph Howe; the History of Education in Carleton ounty, by Mr. D. W. Hamilton, A. B; On Nature and Science, touching on e study of agriculture, birds, plants, minerals and chemistry, by Mr. Leon H. ewett; Our Schools from the Standpoint of the Parent, by Rev. James Crisp; he Teaching of Fractions, by Mr. A. P. Davis. The discussions on these papers ere practical and spirited. The teachers, trustees and citizens of Woodstock ere excellent hosts and entertained the visiting teachers at a conversazione Thursday evening, at which music, addresses, refreshments, helped to while vay a few very pleasant hours. The following officers of the Institute were ected for the current year; President, N. F. Thorne; Vice-President, Miss elen Page; Secretary, G. U. Harrison; Additional members, D. W. Hamilton d Miss Nettie Bearisto.

Woodstock was decided upon as the next place of meeting to be held out the last of September, if the teachers of Victoria County join with the rleton Institute.

CHARLOTTE COUNTY.

[From the Educational Review, October, 1901.]

The twenty-second annual meeting of the Charlotte County Teachers' stitute met in St. Stephen on the last Thursday and Friday in ptember. Mrs. Irving R. Todd, of the Milltown School Board, presided the absence of the president, Mr. W. M. Veasey. The total enrolment was

113 out of a possible 120—the total number of teachers in the co
This justified the remark of Inspector Carter, that the Charlotte C
Institute was the best attended in the province. Papers and addresses
given as follows: The President's Address (read by the secretary); Pr
E. MacCready, of the MacDonald Manual Training School, Fredericton;
Allen, B. A., of St. Andrews, a paper on literature; one on home study
over-pressure in schools, prepared by Mrs. Samuel Johnson, St. George
read by Mrs. W. J. Graham, Milltown; a paper on school libraries was
by Mr. J. Vroom; and an address on drawing by Mr. F. O. Sullivan.
subject of nature study occupied the attention of the Institute on F
afternoon. Papers were read by G. U. Hay, P. G. McFarlane, and an a
given by Dr. L. W. Bailey.

The public meeting on Tuesday evening was presided over by
Chipman, of the St. Stephen School Board. An interesting progra
addresses, interspersed with music, was carried out.

The excellence of the papers read at the Institute, and the sp
discussions which followed, made the meeting one of the most interestin
has taken place in the county, the fine autumnal weather adding much
enjoyment of those who attended. The officers for the coming year are:
I. R. Todd, President; Henry E. Sinclair, Vice-President; James V
Secretary; Ernest F. A. Towers, J. B. Sutherland and Margaret Kerr,
tional members of the executive.

GLOUCESTER COUNTY.

[Reported by Edward L. L. O'Brien, President.]

The Gloucester County Teachers' Institute was held at Caraquet, o
17th and 18th of October. President Edward L. O'Brien in the chair. T
seven teachers enrolled. Two addresses of welcome were given, one in F
by Mr. F. O. Allard, and one in English by Mr. A. J. Witzel. These
forth a happy response by Miss Laura J. Eddie.

After the transaction of the necessary routine business, a paper wa
by Mr. P. P. Morais, Secretary of the Institute, on the "Phonic Met
Teaching French Reading" which was warmly discussed by many
teachers present. Next a very excellent paper was read by Mr. C. J
sereau on "Attention in Education." This paper was carefully prepa
Mr. Mersereau, and was commented upon in very favorable terms by
O'Brien and M. R. Tuttle who took part in the discussion. This was fo

lively discussion on "Home Lessons" participated in by E. L. O'Brien, . Tuttle, A. J. Witzell and others.

A public meeting was held in the evening, at which President O'Brien Revs. Fathers Le Bastard and Morin spoke to a large and appreciative ence. An excellent musical program was carried out during the evening h added much to the enjoyment of all.

On Friday morning an excellent paper was read by Miss Eugene Hachey, Geography,' and was discussed at length by a number of teachers.

In the afternoon, Mr. J. E. DeGrace, of Shippegan, read a very carefully ared paper on "Patriotism," which was warmly discussed by several mem- of the Institute.

The officers elected for next year are President, A. J. Witzel; Vice-Presi- Miss Eugene Hachey, Secretary, F. V. Allard. Members of the utive Committee, J. E. DeGrace and Jos. A. Salter.

The next meeting of the Institute will be held at Tracadie.

KENT COUNTY.

[From the Educational Review, October, 1901.]

The Kent County Teachers met in the Superior School, Harcourt, on day and Friday, October 3rd and 4th, Principal Geo. A. Coates, of the ior School, Buctouche, presiding. The people of Harcourt showed their est by entertaining the visiting teachers, by their presence at the sessions e Institute, and by attending a very enthusiastic and well conducted meeting on Thursday evening. Much credit is due to the trustees, s. Dunn and Delaney, to Miss Miriam Kyle, and her associate teacher, Minnie Buckley, and others, for the local arrangements which contributed ke this institute one of the most successful ever held in the county. s were read by Miss M. Mazeroll, on School Government; Mr. A. E. n on Everybody and the School, Mr. Charles Richards, on History, and . Hay, on Nature Study. An excellent lesson on grammar was given ass of Grade Seven pupils by Miss Miriam Kyle, and President Coates ed the subject of The Teacher in a practical address. The discussion subjects and papers throughout the meeting was marked by earnestness rectness that speaks well for the teaching spirit in the county.

KINGS COUNTY.

[From the Educational Review, November, 1901.]

The sixteenth annual meeting of the Kings County Teachers' Institute eld at Sussex on the 24th and 25th October, President H. R. Keith in

the chair. The excellence of the papers and addresses, the spirited discussions and the cordial welcome extended by the citizens and teachers of Sussex rendered this one of the most interesting gatherings of teachers ever held i the county.

The absence of Inspector R. P. Steeves through illness was a matter o general regret. The presence of Chief Supt. Dr. Inch at the first Institute h has been able to attend since his return from England was a great source o help. There were papers and addresses as follows: Matthew G. Duffy o discipline; D. P. Kirkpatrick on history; E. E. MacCready, drawing an manual work, followed by an exhibition of designs, etc., from the Manu Training School, Fredericton; Miss A. Peck, mental arithmetic; Miss Lau E. Mace and Susan P. Fenwick, local history papers; Miss Mabel Folkin time table difficulties; Weldon Pickle, literature; J. T. Horsman, arithmeti

The election of officers resulted as follows: President, Wm. Brodi Vice-President, Margaret Stewart; Secretaay-Treasurer, C. M. Kelly.

Hampton Station was decided on for the next place of meeting.

After adjournment the teachers of Sussex Grammar School served th members ot the Institute with refreshments.

The public meeting on the evening of the 24th was largely attended Addresses were given by J. A. Freeze, Secretary of the School Board; Dr Inch, G. U. Hay and E. E. MacCready, Principal of the Macdonald Training School Fredericton.

NORTHUMBERLAND COUNTY.

[Reported by Mr. R. W. Alward, Secretary.]

The twenty-fifth annual meeting of the Northumberland County Teachers Institute was held in the Council Chamber of the Town Hall, Chatham, on Thursday and Friday, October 10th and 11th. The meeting was called to order by Mr. Geo. Wathen, Doaktown, President, and ninety-five teachers were enrolled as members. A paper on "Attention in Education," written by J. C Mersereau, Bathurst, was read at the first session. On Thursday afternoon Dr. Cox gave a lecture on "Methods of Education." On Friday morning, an interesting lesson on "Botany," was given by Mr. James McIntosh, Chatham the Institute being transformed into a class for that purpose. Other papers read and discussed were — "School Discipline," by Miss Beatrice Ellis, o Doaktown; "School Devices," by Mr. Geo. K. McNaughton, of Newcastle "Nature Work in Grades III and IV." by Miss L. B. Troy, of Newcastle. O Thursday evening, a well attended public meeting was held in the Town Ha

which Mayor Snowball addressed the teachers reviewing their work from the oint of view of a business man, drawing attention to the lack of practical aching in the schools as evidenced by the ignorance of business principles and usiness arithmetic displayed by the ordinary common school graduate. He as followed by Rev. M. MacLean and Canon Forsyth, who discussed the acher and his responsibilities as a factor in the moral life of the community. r. Cox discussed the educational institutions of the Province — in particular e Normal School which he thought should do less academic and more prossional work.

A very successful meeting of the Institute was brought to a close on iday afternoon.

The officer selected for the ensuing year were: Mr. Geo. K. McNaughton, esident; Miss Maggie Mowatt, Vice-President; Mr. R. W. Alward, Secrey-Treasury; Miss Beatrice Ellis and Miss Kate J. B. MacLean, additional embers of executive.

VICTORIA COUNTY.

[Reported by Wm M. Veazey, President.]

Victoria County Teachers' Institute was held October 24th and 25th, at ndover. The number of teachers enrolled was twenty-nine. An interesting ogram was carried out with ability and profit to the teachers. The public eeting held on Thursday evening, was well attended, and was considered one the best held for some time.

WESTMORLAND COUNTY.

[From the Educational Review, November, 1901.]

The twenty-fourth annual meeting of the Westmorland Teachers' Institute as held at Shediac, on the 10th and 11th October, the President, C. H. cheson in the chair. The attendance was about one hundred. Mr. Acheson ade an excellent President keeping the Institute well to the work. The dissions were spirited and practical, especially those on Principal Dixon's per on Bird Life and Miss Bourque's on Manual Training and its Effect on aracter Building. Principal H. B. Steeves read a thoughtful paper on The hool and Citizens. The public meeting on the evening of the 10th was gely attended and interesting addresses by Rev. Messrs. Burt and Pierce, ncipal Oulton and G. U. Hay were given, interspersed by a fine musical ogram.

The next meeting of the Institute will be held at Port Elgin. The follow- officers were elected: President, R. L. Hetherington, Moncton;

Vice-President, Miss Ella Copp, Sackville, Secretary-Treasurer, S. W. In[illegible] Moncton.

THE COUNTIES OF YORK, QUEENS AND SUNBURY.

[From the Educational Review, October, 1901.]

A meeting of the united institutes of York, Queens and Sunbury was he[illegible] at Fredericton on the 19th and 20th of September. The enrolment of teache[illegible] showed 119 present from York County and 46 from Queens and Sunbury. At the first session each institute met for organization, with President O'Blenes of York, and President Mitchell, of the Queens and Sunbury Institute.

President O'Blenes before the united institute read a suggestive paper, in which he advocated the formation of a teachers' union, and pointed out the nee[illegible] of a law for compulsory attendance at schools. Miss Maggie Parker read [illegible] paper on The Defects of the District School, dealing with some of the difficulti[illegible] met with. An interesting discussion followed, during which parish scho[illegible] boards and centralization of schools were favored, and the practice of teache[illegible] underbidding each other to gain positions was strongly condemned.

Papers were read by the Rev. Mr. Harvey and Rev. Mr. Ross. B[illegible] invitation of Chancellor Harrison, the last session of the Institute was held [illegible] the University library, which has recently been enlarged and improved. Th[illegible] following are the officers elected for the ensuing year. For York County—President, J. Hughes; Vice-President, Miss Maggie Parker; Secretary-Treasurer, Miss Thorne. Additional members of Executive, Messrs. Foste[illegible] Mills Sansom. For Queens and Sunbury—President, D. L. Mitchell; Vic[illegible] President, Miss Hoar; Secretary-Treasurer, Miss Purdy. Members [illegible] Executive, Messrs. Stephenson, Johnson, and Miss Flora White.

III—Report of the Summer School of Science.

To J. R. INCH, ESQ., LL. D.,
Chief Supt. of Education
Fredericton, N. B.

SIR: I have the honor to submit the following Report of the Fifteenth Annual Session of the Summer School of Science for the Atlantic Provinces of Canada, which was held at Lunenburg, N. S., July 23, to August 9, 1901.

In January the announcement of the school was issued and sent to the teachers of the Maritime Provinces and others interested in educational matters. In this way the advantages of the school were brought to the notice of those likely to be interested in it.

The opening meeting was largely attended, filling the spacious drill shed, in which it was held. A most cordial welcome was extended to the school by Mayor Rudolf, Mr. Kaulbeck, M. P., and others. The words of welcome, spoken by their representatives were emphasized by the enthusiastic applause of the people.

Classes met each day from 9 o'clock, a. m., to 1 p. m., in the Lunenburg Academy. This admirable building on its commanding site, is creditable to the public spirit and interest in educational matters of the citizens of Lunenburg.

The work of the class-room was marked by diligent application on the part of the students, and intelligent and enthusiastic effort on the part of the instructors. Much interest was taken in the Field Work, for which Lunenburg, afforded excellent opportunities. On the afternoons of alternate days, enthusiastic groups of Natural History students under the guidance of Drs. Bailey Mackay, Hay and Andrews and Messrs. Nelson and Dixon were to be found exploring meadow and brook, hill and vale, for specimens to be used in their class work. Not less enthusiastic was the laboratory work as conducted in chemistry by Drs. Andrews and Magee, on physiology by Mr. Starrett and in zoology by Mr. Dixon.

An exceedingly pleasant feature of the session was the hospitality extended to the school by the citizens of Lunenburg, who by excursions and entertainment caused the time to pass very quickly and agreeably. The neighboring town of Bridgewater treated the school to a most enjoyable excursion up the La Have and entertained the members.

The enrollment surpassed that of any previous session, being from provinces as follows:

From Nova Scotia	346
" New Brunswick	14
" Prince Edward Island	6
" Ontario	1
" Newfoundland	1
" United States of America	4
Total	372

The large attendance from Nova Scotia was largely due to the efforts put forth by Inspector McIntosh, Principal McKittrick, and Mr. Love the Local Secretary, all of whom both before the meeting of the school, and during the time it was in session were untiring in their endeavors to promote the interests of the school. Another factor that adds in inducing the teachers of Nova Scotia to attend the Summer School is the liberal policy of the Council of Public Instruction for that province, in that it recognizes the efforts of teachers for self-improvement by granting an additional week's holidays to those who attend an educational gathering.

The session held this year at Lunenburg was the most successful in the history of the school.

The next session of the school will be held at St. Stephen, N. B., July 22, to August 8, 1902.

Appended find a list of the Officers and Faculty for the ensuing year, also the financial statement.

I have the honor to be,

Yours respectfully,

J. D. SEAMAN, Secretary
Summer School of Science.

OFFICERS.

PRESIDENT.

L. W. Bailey, LL. D., University of New Brunswick, Fredericton, N. B.

VICE-PRESIDENTS.

B. McKittrick, B. A., County Academy, Lunenburg, N. S.
J. Vroom, Esq., St. Stephen, N, B.
J. G. McCormick, Esq., Inspector of Schools, Charlottetown, P. E. I.

SECRETARY-TREASURER.

J. D. Seaman, Esq,, Prince Street School, Charlottetown, P. E. I.

LOCAL SECRETARY.

F. O. Sullivan, Eeq., St. Stephen, N. B.

BOARD OF DIRECTORS.

The President, the Secretary-Treasurer, G. J. Oulton, M. A., W. R. Campbell, M. A., S. A. Sterratt, Esq., J. B. Hill, Ph. D.

FACULTY.

BOTANY.

G. U. Hay, Ph. D..... .....St. John, N. B.
J. Vroom, Esq..... .....St. Stephen, N. B.

ANHYDROUS CHEMISTRY.

W. W. Andrews, LL. D.....Sackville, N. B.

CHEMISTRY.

W. H. Magee, Ph. D. .....Parsboro, N. S.

DRAWING.

F. G. Matthews, Esq.....Truro, N. S.

ENGLISH LITERATURE.

MISS ELEANOR ROBINSON.....St. John, N. B.

GEOLOGY.

L. W. BAILEY, LL. D.....Fredericton, N. B.

KINDERGARTEN.

MRS. S. B. PATTERSON.....Truro, N. S.

MUSIC (Tonic Sol-Fa)

MISS ADA F. RYAN.....Halifax, N. S.

PEDAGOGICS.

J. B. HALL, Ph. D.....Truro, N. S.

PHYSICS.

W. R. CAMPBELL, M. A.....Truro, N. S.

PHYSIOLOGY AND HYGIENE.

S. A. STARRATT, ESQ.....Yarmouth, N. S.

ZOOLOGY.

G. J. OULTON, M. A.....Moncton, N. B.

ECONOMIC ENTOMOLOGY.

F. A. DIXON, M. A.....Sackville, N. B.

Financial Statement.

RECEIPTS.

Balance from 1900	$ 2 81
Grant from Government of Nova Scotia	200 00
" " " " New Brunswick	100 00
" " Town of Lunenburg	100 00
Registration Fees	398 00
Proceeds of Entertainment	24 00
Advertisements in Calendar	97 50
	$922 31

EXPENDITURES.

Printing, Advertising, and Stationery	$ 87 51	
Calendars	82 44	
Postage, Freight, Expressage	51 61	
Class Expenses	60 85	
Sundries	108 41	
Instructors and Officers	490 00	
Balance	41 49	
		$922 31

and Ontario special grants have been provided to aid districts in establ manual training. If something of a similar nature could be provided in Brunswick we feel sure that it would aid greatly in a more general intr tion of this subject into our schools and make them of greater efficiency.

Respectfully submitted,

E. E MacCREADY

APPENDIX F.

IMPROVEMENT OF EDUCATION IN RURAL SCHOOLS.

Address Delivered at the Meeting of the Dominion Educational Association, August 1901

BY PROFESSOR JAMES W. ROBERTSON.

Mr. President, Ladies and Gentlemen,—I desire to thank you for the honour of an invitation to address the convention of the Dominion Educational Association. In expressing my thanks, I must beg your indulgence while I speak of something which may be attempted towards the improvement of rural schools in Canada. The eloquence and fervor of those who have addressed the convention to-night and at previous sessions have been such as to nourish national sentiment or the sentiment which finds its expression in patriotic displays in connection with national movements. National life of a worthy sort for us rests on the labours of teachers: and whatever helps to make them effective, strengthens the national life Any national greatness, which we may have or attain to, must come from an intelligent, God-fearing and capable population. To ensure these qualities in our people, it will be admitted by every one, that in the rural schools we need the best education.

THE DOMINION EDUCATIONAL ASSOCIATION.

I take it that this organization, like all other organizations, comes from the life and activity of the individual members who compose it; and that as an organization, it is meant for real use, that is to bring something to pass, besides the passing of resolutions. At a convention of teachers, one may look for a frank and unhesitating intellectual hospitality. More even than other people with open minds, those engaged in educational work should have no prejudice against information, or suggestions, even if these should come from unexpected quarters I have observed in the discussions that teachers are fearless and even lavish in their criticisms of the educational systems in the various provinces from which they hail. They speak with a vehemence of adjectives which I would not venture to imitate. Such words of a descriptive sort as "vicious," "pernicious," "preposterous," are tossed about with a freedom from responsibility which I would not dare claim. However, out of the information, the suggestions and the criticisms should come some inspiration to be directed into definite practical action after these meetings are over.

An organization or convention which does not do anything except make or listen to speeches, pass or record resolutions, makes but little use of the

intellectual ammunition of those who take part in its discussions. My contribution to the proceedings will have value only in so far as it leads practical action afterwards.

THE MANUAL TRAINING MOVEMENT.

My name has been connected with Manual Training in the public se since I have the honour to administer the Macdonald Manual Training for Canada.

It is rather unfortunate that this reform in the methods of edu should have come to us under the name of "Manual Training." There a this newer education three forms of expression which are used interchang I am sorry for that it leads to much confusion. The three are M Training, Industrial Education, Technical Education. I see them in the papers read them everywhere, and hear people talking about them an one means the other to most people. Now, they are not the same thing —not at all the same sort of thing. The spirit of the thing determin nature. The spirit is quite different in those things I have named.

Manual Training is that part of general education which seeks its in the boy himself or in the girl herself seeks the result there and no else, without regard to the particular occupation to be followed after The things made by a child in Manual Training may as well go into the or into the waste-paper basket but the things made by a boy in an indu school, under a system of Industrial Education, are made for the sake o things and made for the sake of the ability to make the same or similar that will sell. I do not say that is a poor part or an unnecessary p education, but it is not Manual Training.

Industrial education imparts information and gives training for th ticular purpose of fitting a boy or girl, or man or woman, to be capable, and skillful in some industrial occupation.

Technical Education has some manual training in it, but the manual ing in technical education has a price in it and on it for the worth products. It is looking to the effect of the training on the craft and product, and not on the person. Technical Education is to prepare a b girl, or man or woman, for following successfully a trade or profession. M Training in a technical school is pursued as an end in itself; the idea beh is utilitarian only. There is a difference — a tremendous difference — Manual Training is not so valuable after a boy is past fifteen. It then be technical education and craftsmanship, which have their value in dollar cents, but which are not essential as part of an elementary school system. heother hand, Manual Training is a means for developing the faculti

giving the boy that all-round training which he is entitled to in a country like ours.

Any attempt to impart a purely utilitarian character to the education of young children is bound to defeat its own object. A child is one and indivisible. After reading books on the subject one is almost persuaded that a child is not one - that a child is like the wooden puzzle we used to have as boys. You pulled out one peg, and that was one part; you continued, and laid all the parts in separate places. After a while you tried to put them together, and when it was finished it was a man. So we speak of the body, and we have gymnastics for the body; we speak of the mind, and we have intellectual training for the mind; we have the emotions, and we have music and all such nice things for the emotions; and then we have the will, and we make a boy do disagreeable things, and refrain from doing pleasant things, to train his will. The disagreeable has been counted a necessary element in mental and moral training of high discipline. That is my old wooden puzzle over again; you take the boy all apart and scatter him about, and then try to put him together again — and you find that you haven't the boy. The boy is not that sort of thing; the divlsion is not real, and the making of the divisions for clearness of explanation, is at too great a cost.

EDUCATION IN RURAL DISTRICTS.

The improvement of the rural schools is one of the important public questions in Canada to-day. In our educational progress not much has been done for the boys and girls in rural schools compared with what has been given to and made possible for the children in towns and cities.

The after-life of the boy who leaves the country school, to follow some occupation in the locality, does not readily join itself to the school life which he then leaves behind. In nearly every case the school life has been an experience apart from, different from, and only in a very remote way leading up to, the mental or bodily labours and social duties which are to occupy him afterwards. It becomes necessary, since the school house absorbs so much of the time of the boys and girls, to adapt rural schools to rural life.

In educational Manual Training the advance has been one from books to benches as a means of mental culture. In rural schools the advance should be from books to benches, and from both to plots of ground and various objects as a means of mental culture. This sort of thing is being carried on most successfully, particularly in the schools of Nova Scotia and those of the North West Territories. A piece of ground attached to a rural school should be utilized, each child having his own small plot, which he can use like his slate, putting things in it and on it, and rubbing them off again—not for the sake of the things, but for the sake of the child's growth in knowledge and mental ability.

ope that ere long we shall have many schools in Canada, wher ls will have an opportunity of getting this better sort of educa stance, suppose a boy should plant ten grains of wheat in a row, Indian corn in another row, ten sets of potatoes in another ro over plants in another row. Suppose, further, that he should pul nese plants every week, and find out for himself, under the guidanc petent teacher, all that had happened in the meantime. Suppose, fu as far as he was able he should make drawings of the plants an statement of the progress of growth as he was able to observe it fr week, would not such a course for ten weeks, occupying only hal week, give an intelligent boy or girl not only a great amount of useful information, but also habits of investigation, observation, com thoughtfulness, which are so desirable?

In this matter, as in Manual Training, the course of studies an should be graduated to the abilities of the children. Such courses followed with great success for many years in European countries, years they have become part of the school system in some places country, under the name of Nature Studies. Perhaps what is nee the help of experienced teachers, who know the true educational below such work and study by the children, that it might not dege only a means of giving them a mass of scrappy and disconnected about a great number of things. Books do that well enough, or ba now. The purpose below this newer method should be to train the the children in natural ways, and to make the objects, the exerc information acquired, all strictly serviceable to that end.

The difficulties which have hindered progress in the past are been: Want of money, the fact that the time table was already the fact that teachers are not properly qualified to take up full methods.

Reforms of a permanent sort must necessarily be brought little. The teacher and the school trustees, without substantial the beginning, can go only a little further than they are followe by local opinion.

ABOUT SUBJECTS AND METHODS.

In considering the subjects which should be to the very f course, one is warranted in saying that those which deal w come first, and perhaps those which deal with human nature seems to me that a great deal of nonsense has been talked value of the subjects, which have been grouped under the na for children in the elementary schools. In the elementary s

are very much children, and it is obvious that their faculties can be called out into activity, and trained better, on what they can see and handle and even make for themselves, than on subjects more or less (and usually a great deal more) theoretical.

The matter of all subjects should itself be suggestive and not artificial. It should certainly be full of purpose for the awakening and sustaining of the interest of the child and the training of his mind.

If one may mention a method which would seem to include the best, it would be that of tracing results back to their causes until that habit of mind is formed in the children. In Nature Studies, those who have experience say that the beginning should be made with what is solid and obviously practical, and that then the child should proceed to book lessons when his own observation is exhausted.

It will certainly be of great benefit to the children at any rural school if a school garden containing plots for every child above the age of eight or nine years could be provided. These gardens could be used, as they are at a few schools in England and as they are in many schools on the continent of Europe for the training of children to habits of close observation, of thoughtfulness, of reflection and of carefulness.

It is certainly most desirable to cultivate in the child a love of labour, of even the sort of labour by which the child is to live, in order that he may be trained to ability therein. It is most desirable to cultivate a love of study and to incline the children towards becoming lovers of ideas as well as lovers of labour.

To start and nourish ideas the teachers use methods, processes and devices. Children get ideas and ideals far better from things and from life than from symbols and words and books. We have six avenues for taking in impressions before we are educated; after that, we have many more. We have six to start with: tasting, smelling, hearing, seeing, feeling and the sense of temperature,—that even a baby has. Those are six avenues for impressions. Now, if an impression reaches a boy's consciousness by all these channels at one time, don't you think he has the impression a good deal more clearly and distinctly and lastingly than if it came to him by only one of them?

When a child does anything with its own hands, such as planting a seed, pulling up a plant, making examination of the changes which have taken place during its growth, making a drawing of it, mounting it and putting its name on it, he receives impressions by the sense of touch, he sees, he hears the noise of the movements he makes, and he smells the soil and the part of the plant with which he is dealing. Do you not remember the smell of the woods and fields in Spring, and the lingering odour of the leaves in Autumn; and do they not,

bring back to you every voice and every sound, every bird and every t contributed to your impressions at the time.

Six avenues for impressions and only two avenues for expressio tongue and the hands, a little in the countenance when you are an pleased, but otherwise the two avenues, the tongue to say and the hand things. Now, if we get clean-cut impressions along all those lines of se ought to give them a chance of getting out as expressions by both hi not only by one line. We ought to do that for the sake of the ideas, the sake of the boys. Both may thus be of use and benefit to each other ideas and the children. Children would become lovers of ideas, and would nourish their minds.

SOME SUGGESTIONS FOR ADVANCE.

No doubt teachers in Canada would be willing to qualify themsel this better sort of work in schools, if an opportunity were provided. I desirable and practicable to give such teachers the opportunity whic need.

I would suggest four ways in which beginnings towards improve the right direction might be made. Might not a group of ten rural sch some locality be chosen in which to give an object lesson or illustration better education to which I have been alluding? If a competent tra instructor were engaged, who would spend half a day of every week at these ten schools, would he not soon be able to train teachers and childr these better methods of nature study and give practical illustration of t these faculties of the children which too often are altogether neglecte some other locality could not a group of five schools be arranged under th of one travelling instructor, who would be a specialist in nature stud nature knowledge as well as a good teacher in the subjects which hav common in the schools in the past? uch a travelling instructor coul visit each of these five schools two half days per week and give the te and children together lessons in the school garden, and other object l which would train their observation, quicken their intelligence and lea to have desire and capacity for living happily amid rural surroundings.

Another way in which I would suggest progress would be to start e continuation classes in the rural districts. These would provide the tra tion for education in agriculture of youths in the country at the age fourteen to eighteen. One or two central schools of each of these might be chosen for evening continuation classes. At these, what the lad working on the farm saw during the day with his uninstructed eye be explained to him in such a way as to awaken a new interest in hi and greatly increase his ability for enjoying it and carrying it on well.

Moreover, in some districts, the area for the rural school is so small that need of funds and the isolation of school authorities from contact with s, cause them to let educational matters drift into still greater weakness helplessness. If in some district an object lesson could be given of the lidation of five or six rural schools and of the establishment of one well nted and well sustained central school instead of five or six weak ones, might lead to a general improvement in that direction. In some of the d States the consolidation of rural schools has already been carried out to siderable extent, and in most cases with a very great gain in the quality the education given in the locality and with no increase of cost to the rate-rs. It has not been difficult to arrange routes for the collecting of milk or n to one central place; it would not be more difficult to arrange for the tion of children on various routes to one central school, and certainly the ren of a neighbourhood are worth the best care and thought and spending ything in the locality

To make possible such work as I have hinted at and to let it be capable of hing like general adoption and extension, there is need for further prepara-of the teachers. At several places in England this year, short courses have provided for periods of only three weeks, with the expectation of doing a deal towards qualifying teachers to carry on their work in a better way. Canada it might be possible to arrange for courses of training for say ty-five teachers at one place, each course to last for two months. During course the teachers should carry on nature study as they expected the ren to do it at the school afterwards. A plant house is not so costly for ruction and maintenance that this would be a very difficult accommodation ve for the winter and spring months.

RECOMMENDING AND SUPPOSING.

I recommend these four matters to your most sympathetic consideration the possibility of giving an illustration of the best method of carrying on ational work in rural schools in groups of five or ten schools, (2) the ing on of evening continuation classes for boys and girls of from fourteen teen to eighteen years of age; (3) the consolidation of rural schools in one o districts and (4) the establishment of training schools for teachers, at r more places. These would all be in a measure experimental. I think would serve for education a purpose somewhat similar to that which ration stations, dairy stations and experimental farms have served for ulture in Canada.

Now, *supposing* a committee of this Association should be appointed to these matters into consideration, do you not think that such a committe

ng something to pass and have an amount of exceedingly valu
ion to present to the convention of this Association to be bel
nce. *Supposing*, but you may say, what is the use of supposi
want of funds and the want of time put the matter beyond the ab
ssociation or its members? Mr President I have a great regard
of *supposing*. Let me give you an illustration. One night with
e fender. I sat musing and *supposing* what would happen if a th
s on Canadian farms could be led to take up the systematic study
ion of seed grain, if they would each grow a special plot on their
arm and discover for themselves what improvement would result
is and continued selection for several years. *Supposing* that we
what a great gain to the agriculture of the Dominion and to th
al life of the people on farms would result. *Supposing* ten thousand
ould become available in the shape of prizes to encourage these boys
p this work; *supposing* that could be done, what then. Well
on of *supposing* I have given you, led to the sum of ten thousand
ing put into the Bank of Montreal by Sir William C. Macdonald to
ry thing which I began *supposing* might be done, and which if done
of great benefit to the people of Canada.

let me go back again to the matter of the committee of this
Educational Association. *Supposing* a committee should be ap
to take up the matter of the improvement of rural schools and sup
the committee out of its collective wisdom decided that suggestions
I have made, or others better than them, should be attempted in the
bject lessons, illustrations or experiments, in educational matters, and
g further that such a committee would undertake to supervise these
sons, illustrations and experiments, if the money actually needed were
; do you not *suppose* that such a committee would do exceedingly
work in Canada? Now, Mr President, if I may drop the *supposing*,
I am able to say that if this Association appoints such a committee I
here the funds for such work could likely be obtained to enable the
e to render such a great service to the Dominion of Canada as only
experienced, capable and unselfish educators could render to it, when
by sufficient money provided by one or more of the generous friends of
in our Dominion.

h a committee could approach the Departments of Education in the
provinces with suggestions and recommendations and offers of co
, which would doubtless be welcomed. Their knowledge, zeal and
am could carry forward educational work in wise ways with due regard
aried and manifold needs of the people of Canada. I am sure that our
fforts might grow what would be of the greatest possible benefit to this
and I am confident that one of my friends will make good whatever I
timated to the Association in my supposing, if such a committee is
d and takes up the matter of the improvement of rural schools.

ANNUAL REPORT

OF THE

SCHOOLS

OF

NEW BRUNSWICK

1902.

BY THE CHIEF SUPERINTENDENT OF EDUCATION.

FREDERICTON, N. B.
1903.

EDUCATION OFFICE.

FREDERICTON, N. B., March 15th, 1903.

SIR,—

I have the honor to transmit to you, to be laid before His Honor the Lieutenant Governor, the Annual Report on the Common Schools of the Province for the School year, 1901–2.

I have the honor to be, Sir,

Your obedient servant,

J. R. INCH,
Chief Supt. of Education.

TO THE HON. L. J. TWEEDIE,
Provincial Secretary.

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Appendix B.

Inspectors' Reports—District No. 1, Geo. W. Mersereau, M. A.,
do. do. 2, George Smith, A. B., ...
do. do. 3, R. B Steeves, M. A., ...
do. do. 4, W. S. Carter, M. A., ...
do. do. 5, H. V. B. Bridges, M A., ...
do. do. 6, F. B. Meagher, M. A., ...
do. do. 7 J. F. Doucett, ...

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Reports of Boards of School Trustees—I., Fredericton, ...
do. II., St. John, ...
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PART I.

GENERAL REPORT

ANNUAL REPORT

OF THE

Schools of New Brunswick

SCHOOL YEAR 1902.

PART I.—GENERAL REPORT.

To His Honor, the Honorable Jabez Bunting Snowball, Lieutenant Governor of the Province of New Brunswick.

MAY IT PLEASE YOUR HONOR:—

I beg to submit, as required by law, my report on the public schools of the Province for the school year 1901-02.

By the Provisions of "The Schools' Act, 1900," the school year now begins on the first day of July and ends on the thirtieth day of June in each year.

The tabular statements given in Part II. are for the school year ending June 30th, 1902. The Inspectors' reports cover the whole of the Calendar year, 1902.

The following summary of the statistical tables (see part II) presents a general comparison of the work of the two terms under review, with that of the corresponding terms of the previous twelve months:—

STATISTICAL ABSTACT.

Table I. Number of Schools, Teachers, Pupils, Etc.

	First Term. 1901.		Second Term. 1902.
ber of Schools, ...	1795	....	1736
Decrease, ...	17	Decrease,	5
ber of Teachers, ...	1869	....	1825
Decrease, ...	24	Decrease,	16
ber of Pupils, ...	58,575	....	60,477
Increase, ...	946	Increase,	57

E II.—Proportion of Population at School Age and Sex of Pupils, Percentage of Attendance.

	First Term, 1901.		Second Term, 1902.
ortion of population at school	1 in 5.65	....	1 in 5.47
Increase on corresponding term last year,....	1 in 350	....	1 in 5809
ber of Pupils under six years of age, ...	1645	....	1522
ber between 6 and 15...	54628	....	55350
ber over 15 years, ...	2302	....	3605
ber of boys....	28906	....	30767
Increase	471	Decrease	103
ber of Girls....	29,669	....	29,710
Increase	475	Increase	160
d total number of days made by pupils enrolled, ...	3.284,754½	....	4,360,797½
Increase	51,546½	Increase	72,562
age number of pupils daily present during time schools were in session, ...	38,571	....	38.736
Increase, ...	1411	Increase	1019

Average number daily present for the full term,....	36,787	....	36,058
Increase, ...	1131	Increase	807
Percentage daily present during time schools were in session	65.84	....	64.05
Increase, ...	1.36	....	1.63
Percentage daily present during full term	62.80	....	59.62
Increase, ...	.93	....	1.28

The following table shows the enrolment and percentage of average attendance for the Province for full term, from 1890 to 1902, inclusive:

YEAR.	ENROLMENT.		PERCENTAGE OF ATTENDANCE FOR FULL TERM.	
	June.	December.	June.	December.
1890.....	58,570	55,622	50.96	57.36
1891.....	59,568	56,217	52.40	59.82
1892.....	60,786	56,547	53.45	62.38
1893.....	60,154	57,195	54.58	61.89
1894.....	61,280	57,282	56.04	63.36
1895.....	62,518	57,889	57.62	62.93
1896.....	61,918	57,200	55.64	62.63
1897.....	61,908	58,174	55.94	64.16
1898.....	63,333	59,457	57.03	61.12
1899.....	63,536	58,925	55.69	62.08
1900.....	61,444	57,629	57.52	61.87
1901..... .	60,420	58,575	58.34	62.80
1902.....	60,477	.....	59.62	.....

The following Table shows the Enrolment in Cities and Incorporated Towns since 1894.

	1894.		1895.		1896.		1897.		1898.		1899.		1900.		1901.		1902.
	June	Dec.	June.	Dec.	June.	Dec.	June.	Dec.	June.	Dec.	June	Dec.	June	Dec.	June.	Dec.	June.
St. John.....	6412	6721	6543	6006	6326	6566	6413	6709	6711	6986	6792	6952	6753	7160	6991	7297	6928
Fredericton.....	1160	1227	1213	1225	1212	1243	1225	1209	1181	1203	1169	1231	1184	1214	1152	1196	1174
Moncton.	1571	1632	1663	1708	1660	1716	1680	1749	1678	1741	1682	1825	1736	1718	1693	1809	1712
St. Stephen.....	585	595	592	592	581	580	565	581	560	583	545	555	541	545	542	544	542
Milltown..	354	370	362	369	379	381	385	389	377	370	371	371	382	368	363	338	335
Woodstock....	643	680	656	638	643	678	688	713	712	719	674	602	644	652	652	655	639
Marysvil'e.....	246	281	276	301	300	324	314	338	300	316	304	322	319	305	302	307	303
Campbellton...	324	348	353	378	343	388	382	370	355	373	367	407	416	401	376	506	426
Chatham..... ..	.....	.....	.....	.....	941	942	973	980	1019	1024	1004	1018	989	933	934	970	972
Newcastle .. .	..	. .....	.....	...	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	478	497	475	502	503

TABLE III.—SUBJECTS OF INSTRUCTION.

The following summary of Table III, shows the number of pupils receiving instruction in each subject, both in the Common Schools and in the Superior and Grammar Schools:

COMMON SCHOOL GRADES, I. TO VIII. INCLUSIVE.—YEAR ENDED JUNE 30TH, 1902.

	DEC. TERM. 1901.	JUNE TERM 1902.
Reading and Spelling, etc	56,581	58,369
Writing and Print Script	56,391	58,220
Number and Arithmetic,	56,370	58,178
Drawing	55,290	57,062
Health Lessons	52,879	54,508
Nature Lessons	51,632	53,985
Lessons in Morals, etc	54,309	56,240
Physical Exercises	49,396	50,073
Singing	34,301	34,464
Geography	32,165	34,881
English Grammar, etc	31,306	34,119
History	20,032	22,496
Algebra	2,756	3,305
French (Optional)	5,185	6,218
Latin (Optional)	1,774	1,828
Sewing, etc. (Optional)	258	241

HIGH SCHOOL GRADES, IX. TO XII. INCLUSIVE.—YEAR ENDED JUNE 30T

	Dec. Term. 1901.	Jun
English Language and Literature	1,834	
Latin	1,404	
Greek	229	
French	976	
Arithmetic	1,578	
Geometry	1,708	
Algebra	1,779	
Trigonometry	64	
Book-keeping	994	
History and Geography	1,849	
Industrial Drawing	1,003	
Botany	1,564	
Chemistry	451	
Physiology and Hygiene	546	
Physics	672	

TABLE IV.—NUMBER AND CLASS OF TEACHERS EMPLOYED.

The growing difficulty of finding trained teachers for many of the rural districts was discussed at some length in my last annual report. I regret to say that the difficulty continues. Schools have been closed for want of teachers notwithstanding the fact that local licenses were granted to 36 untrained teachers for the first term and to 52 for the second term, and that the expired licenses of a number of Third Class Teachers were renewed for a fourth year. During each of the terms the decrease in the number of trained teachers employed was 37. During the last two years the number of trained teachers employed has decreased by 65.

Tables V, VI, VII and VIII show the period of service of the teachers employed; the time in session of the schools; the interest shown by school officials and the general public in the work of the schools as indicated by visits and the offering of prizes; the number of public examinations, and the average salaries of the teachers. An examination of these tables will show but little variation in comparison with the corresponding statistics of recent years.

TABLE IX.—DISBURSEMENT OF PROVINCIAL GRANTS.

The total provincial grants to the Common, Superior and Grammar schools for the year 1901-2 amounted to $162,227.19, a decrease of $1,724.-54 on the disbursement of the previous year and of nearly $6000 on that of the year 1899-1900. This decrease is accounted for by the smaller number of schools in operation, and the employment of a larger proportion of untrained and Third Class teachers in country schools.

The following statement shows the annual expenditure from the provincial revenues since 1891, the number of schools open during the term ending June 30th, and the number of teachers of each class employed.

R.	Schools. No. of	Teachers of Each Class.					Provincial Grant.
		Grammar School.	Sup. and Class I.	Class II.	Class III.	Totals.	
1	1536	14	274	765	579	1632	$ 137,679 03
2	1585	14	304	783	568	1669	142,681 21
3	1614	14	345	787	547	1693	147,669 71
4	1653	14	360	786	589	1749	150,882 20
5	1695	13	382	827	568	1790	156,341 65
6	1720	13	423	839	554	1829	158,135 23
7	1737	17	440	840	534	1831	161,445 94
8	1778	20	427	904	513	1864	163,021 86
9	1806	25	464	894	529	1912	167,988 40
0	1771	25	452	881	498	1856	168,224 72
1	1741	23	429	911	478	1841	163,951 73
2	1736	22	423	889	514	1825	162,227 19

The total expenditure during the year 1901-2 for the maintenance of Grammar, Superior and Common Schools is approximately as follows:

District Assessments (approximate).....	$341,475.12
County Fund.....	92,095.29
Provincial Grants.....	162,227.19
Total.....	$595,797.60

Amount per pupil enrolled nearly $9.00.

TABLES X. AND XI.—The County Fund.

The total amount of the County Fund for the term ended December, 1901 (levied on the basis of the census of 1891) was $47,214.15, and for the term ended June 1902 (levied on the basis of the census of 1901) was $48,585.57, making a total for the school year of $95,799.72. This amount was apportioned as follows:

To Trustees of the Public Schools....	$ 92.080 41	
" The School for the Blind..	2,193 41	
" The School for the Deaf and Dumb, ...	1,525 90	
		$ 95,799 72

The appropriations to the School for the Blind were as follows:

Albert County, 3 pupils, ...	$ 225 00	
Carleton County, 2 pupils, ...	150 00	
Charlotte County, 2 pupils, ...	150 00	
Kent County, 4 pupils, ...	262 50	
Kings County, 3 pupils, ...	225 00	
Northumberland County, 2 pupils, ...	130 91	
Queens County, 1 pupil, ...	75 00	
St. John County, 5 pupils, ...	375 00	
Westmorland County, 8 pupils,..	600 00	
		$ 2,193 41

The appropriations to the School for the Deaf and Dumb were as follows:

Albert County, 4 pupils, ...	$ 228 44	
Carleton County, 4 pupils, ...	194 99	
Charlotte County, 1 pupil, ...	60 00	
Gloucester County, 2 pupils,....	90 48	
Kings County, 3 pupils, ...	165 54	
Madawaska County, 1 pupil,....	10 11	
Northumberland County, 1 pupil, ...	53 36	
Restigouche County, 1 pupil,...	60 00	
St. John County, 3 pupils, ...	168 70	
Westmorland County, 7 pupils,..	401 80	
York County, 3 pupils, ...	92 48	
		$ 1,525 90

The amount ($814.29) apportioned to the School for the Deaf and Dumb for the term ended in June last is still in the hands of the County Secretaries.

Tables XII and XIII.—Superior and Grammar Schoo

There were 51 Superior and 13 Grammar schools in operati ing the year. Twenty-two teachers received the Grammar Scho vincial grant The total number of pupils enrolled in the High Grades (IX-XII) was 1834 for the first term and 1751 for the seco Of these numbers 1066 and 982 respectively, belonged to the G Schools, and 768 and 769 to the Superior Schools.

The following table shows the Superior Schools which had 10 p more above Grade VIII:

	First Term.
St. Stephen High School	71
Harkins' Academy, Newcastle	27
Superior School, Dorchester	38
" " Milltown	32
" " Sackville	38
" " Petitcodiac	14
" " Havelock Corner	23
" " St. Martins.	23
" " Rexton	15
" " Shediac	16
" " St. George	15
" " Middle Sackville	21
" " Hillsboro	22
" " Hartland	19
" " Centreville	15
" " Moore's Mills	11
" " Penobsquis	..
" " Buctouche	10
" " Elgin Corner	15
" " Derby	12
" " Dalhousie	10
" " Grand Falls	12
" " Florenceville	11
" " North Head Grand Manan	..
" " Bathurst Village	15

The growth of our High School work since 1890 is shown in the following statement:

No. OF PUPILS IN GRADES IX. TO XII. IN GRAMMAR AND SUPERIOR SCHOOLS

	Term Ended December.	Term Ended June.
1890-1	574	610
1891-2	701	694
1892-3	782	724
1893-4	738	806
1894-5	1155	1060
1895-6	1093	1099
1896-7	1220	1228
1897-8	1469	1523
1898-9	1495	1510
1899-1900	1565	1545
1900-1	1543	1528
1901-2	1834	1751

DEPARTMENTAL EXAMINATIONS.

These examinations consist of:

(1) The High School Entrance Examinations (See Regulation 46 School Manual) held during the month of June at the several Grammar Schools, and such of the Superior Schools as apply for the same. They cover the work of Grades I. to VIII. inclusive, or the Common School Grades. Those who successfully pass these examinations receive a certificate which is intended to serve a two-fold purpose; for pupils who do not intend to continue longer at school it serves as a diploma given under the authority of the Education Department, testifying that the holder has completed satisfactorily the course of studies of the Common Schools; for pupils who intend to continue their studies it serves as a certificate of admittance to the High School classes.

(2) The High School Leaving Examinations (See Regulation 45 School Manual) held the first week in July at different examination stations throughout the province. They cover the work of Grades IX., X. and XI of the Grammar Schools. Diplomas are granted to those who successfully pass these examinations.

(3) The University Matriculation Examinations held at the same time and stations as the Leaving Examinations.

(4) The Normal School Entrance Examinations held at the same time and places as the two former. Candidates for admittance to the Normal School and Licensed Teachers seeking for advance of Class are required to pass these examinations.

(5) The Normal School Closing Examinations, held at the Normal School, Fredericton, and at St John and Chatham, beginning on the second Tuesday of June, and for Third Class Candidates in December and May of each year.

The following were the results of these several examinations during the past year:

High School Entrance Examinations.

I.—Grammar Schools.

Name of School.	No. of Candidates.	Passed Division I.	Passed Division II.	Passed Division III.	Failed.
Albert County Grammar School	11	5	5	1	...
Carleton " " "	61	8	31	21	1
Charlotte " " "	25	2	15	4	4
Gloucester County Grammar School	13	..	5	8	..
Kent " " "	10	4	6	..	..
Kings " " "	9	..	..	6	3
Northumberland County Grammar School	46	9	30	5	2
Queens " " "	5	2	..	2	1
Restigouche " " "	23	2	7	12	2
St. John " " "	227	98	85	30	14
Victoria " " "	9	2	5	1	1
Westmorland " " "	79	11	42	21	5
York " " "	94	13	32	40	9
	612	156	263	151	42

II. SUPERIOR SCHOOLS.

Name of School	Number Entered for Examination.	Passed Division I.	Passed Division II.	Passed Division III.	Failed.
Hopewell Hill	9		3	5	1
Florenceville	8	2	2	4	
Grand Manan	11	7	4		
St. George	14	1	5	7	1
St. Stephen	32	8	20	3	1
Milltown	23	11	10	2	
Rexton	6	2		4	
Hampton	12	6	5	1	
Havelock	5	1	3	1	
Bloomfield	8	2	3	2	1
Doaktown	12	3	4	4	1
Douglastown	15	5	2	6	2
Newcastle	27	8	11	6	2
Dalhousie	15	1	2	7	5
Fairville	15	3	10	2	
St. Martins	19	4	8	7	
Fredericton Jct.	4	1	1	2	
Grand Falls	7			3	4
Dorchester	16	7	8	1	
Sackville	17	2	9	4	2
Salisbury	4	2	2		
Shediac	7	6	1		
McAdam Jct.	7	1	5	1	
Superior Schools	293	83	118	72	20
Grammar Schools	612	156	263	151	42
Total 1901-2	905	239	381	223	62
Total 1900 1	931	303	394	181	53
Increase	....	....	....	42	9
Decrease	26	64	13	....	....

:VERSITY MATRICULATION AND HIGH SCHOOL LEAVING EXAMINATIONS.

Examiners:

'rofessor W. T. Raymond, B. A., University of New Brunswick.
" S. W. Hunton, M. A., " Mount Allison.
" A. M. Scott, M. A., Ph. D., " New Brunswick.
" John Brittain, Normal School.

'ighty-three candidates presented themselves for Matriculation Exam-
ns and three for High School Leaving Examinations.

)f the candidates for Matriculation 5 passed in Division I; 27 in Div-
II; 26 in Division III; 16 others are classed in Division III on con-
of passing supplementary examinations in one or two subjects; 9 failed
classified.

)f the three candidates for the Leaving Examinations 2 passed in Div-
III and one failed.

'he following are the names of the candidates who passed in Divisions
II (arranged in the order of the highest marks):

MATRICULATION.

Division I.

Iargaret M. Belyea.....Fredericton Grammar School.
Villiam Morrow.....St. John Grammar School.
. Arthur Estey.....Fredericton Grammar School,
.. Winifred Turner.....Fredericton Grammar School.
:uth E. Everett.....Fredericton Grammar School.

Division II.

'sburn N. Brown.....Harkins Academy, Newcastle.
arah L. B. Waycott.....Fredericton Grammar School.
.nnie McGuiggan.....St. Vincent's School, St John
Vm. T. Denham..... St John Grammar School.
earl Yerxa.....Fredericton Grammar School.
. W Clark.....Fredericton Grammar School.
Iart Green,..... St. John Grammar School
ena Graham,.....Campbellton Grammar School.
eo. H. Burnett,..... Sussex Grammar School
red. W. Fowler,..... St John Gramm r School.
essie B. Wisdom,.....St. John Grammar School

Jessie E. Fowlie,.....Chatham Grammar School.
W. Everett Gray,.....Campbellton Grammar School.
A. Veronica Osborne,.....Milltown Superior School.
Florence M. Bird,.....Fredericton Grammar School.
Hazel Millican,.....Fredericton Grammar School.
Gilbert B. Peat,.....Andover Grammar School.
John H. Allingham,.....Gagetown Grammar School.
Malcolm L. Orchard,.....Fredericton Grammar School.
Edith Hazen Allen,.....Fredericton Grammar School.
Wilmot G Miller,.....Fredericton Grammar School.
John Connors,.....Chatham Grammar School.
Ernest E. Clawson,.....St. John Grammar School.
Eva M. Irving,.....Chatham Grammar School.
W. Spencer Everett,.....Fredericton Grammar School.
Chester M. Mowatt,.....Chatham Grammar School.
Mary E. Wetmore,.....Woodstock Grammar School.

JUNIOR LEAVING.

Frank Henderson,.....Chatham Grammar School.
Gertrude M. McKinnon,.....Fredericton Grammar School.

THE NORMAL SCHOOL.

al Examinations for Teachers' License, held December, 1901, and May and June, 1902.

EXAMINERS:

Mathematics—CHANCELLOR HARRISON.
English Language and Literature—H. S. Bridges, M. A., Ph. D.
Latin and Greek—H. S. BRIDGES, M. A., Ph. D.
Physiology and Botany—PROF. L. W. BAILEY, M.A., Ph. D., F. R. S. C
Physics and Chemistry—PROF. A. M. SCOTT, Ph. D.
School System—G. W. MERSEREAU, M. A.
Teaching and School Management, etc.—G. U. HAY, M. A., D. Sc.
Industrial Drawing, Book-keeping, etc.—MR. VROOM.
French and General History—PROF. W. T. RAYMOND, B. A.

The full details of the final Examinations for License held in December, 1, and May, 1902, for the French Department and for the Third Class ıdidates of the English Department, and the closing examinations for the her classes held at Fredericton and St. John in June, 1902, are given in ıle XV., page A 35, to which reference is directed.

The total number admitted to these examinations (including those who 'e examined for advance of class) was 312. The following is a summary 'esults:

	No. Examined.	No. Passed.
Grammar School Class.....	10	7
Class I.....	89	63
Class II.....	163	177
Class III.....	50	59
Failed to be classed		6
	312	312

Twenty-one other candidates stood a partial examination for Grammar ıool Class, and five of those who gained Class I, or had previously held 'irst Class License, qualified for Superior School License. At the July ıminations 16 other First Class Teachers received the Superior School rtificate.

The names of the successful candidates for Grammar School and Su :ior School Licenses are given on pages A 36, A 37 and A 38, Part II.

Class I.

The following candidates made 70 per cent, and upwards at the Closing Examinations for Provincial License (arranged in order of the highest marks):

Mildred M. Black.....Fairville, St. John Co.
Maud L. Cuming,.....St. John.
Florence C. Estabrooks,.....Carleton.
Josephine R. Cormier,..... St. John.
Annie H. Whittaker,.....St. John.
John S. Smiley,.....Milltown.
Margaret Wilson,.....Moncton.
Arthur W. Barbour,.....Cape Enrage, Albert Co.
Annie M. Loggie,.. .....Chatham.
Percy S. Bailey,.....Oak Bay, Charlotte Co.
Sarah L. Brown,.....Snider Mountain, Kings Co.
Violet E. Goldsmith,.....Bathurst.
W. Orton Gray,.....Hampton Village.
F. Arnold Jewett,.....Waterville, Carleton Co.
John M. Clindinin,... .....Moores Mills. Charlotte Co.
Marjorie F. Mair,.....Campbellton.
Evangeline LeBlanc,.....St. John.
Arthur E. Eastman,.....Petitcodiac.
Clara G. Turner,.....Gibson, York Co.
Grace B. Campbell,.....St. John.
Sadie Sterling,.....Fredericton.
Addie M. Hartt,.....Fredericton Junction.

Class II.

The following (arranged in the order of the highest marks) made an average of 70 per cent. or upwards on Second Class papers:

Louise R. Copp.....Baie Verte, Westmorland Co.
R. Gertrude Parlee.....Apohaqui, Kings Co.
Jessie H. Brown.....Quaco, St John Co.
Ida M. McGerigle.....Nerepis Station, Kings Co.
Arthur Graham.....Dumfries, York Co.
Grace H. Waring.....Milford, St. John Co.
E. Stanley Cox .....Briggs Corner, Queens Co.
Percy A. Fitzpatrick.....Port Elgin, Westmorland Co.

A. Laura Moore.....Petitcodiac.
Pearl E Babbitt..... ....Fredericton.
Jessie McD McKnight.....Lower Napan, North'mb'rl'nd Co.
Ralph McKinney.....Rolling Dam, Charlotte Co.
Beatrice M. Newman.....Millerton, Northumberland Co.
Bernadette Cormier.....Caraquet, Gloucester Co.
Lizzie M. Holmes.....Florenceville, Carleton Co.
Ethel W. L. Good.....Millstream, Kings Co.
Mabel R Saunders.....Jubilee, Kings Co.
M. Kathleen Kelly..... .....Fredericton.
William J. Young.....Havelock, Kings Co.
A. M. Evelyn Cook.....Oak Bay, Charlotte Co.
Medley F. Miller.....Grand View, York Co.
Sadie B. Hogan.....Newcastle.
Bertie H. Plummer.....Upper Gagetown.
Alice M. Nickerson.....Hibernia, Queens Co.
M. Bella Eddy..... .....Clifton, Gloucester Co.
Florence G. DeMille... .....Goshen, Albert Co.
Arthur E. Mitchell.....Welchpool, Charlotte Co.
Jessie R. Gilliland.....Westfield Centre, Kings Co.

RMAL SCHOOL ENTRANCE EXAMINATIONS AND PRELIMINARY EXAMINATIONS FOR ADVANCE OF CLASS, JULY 1902.

The total number of candidates entered for these examinations was 488, tributed as follows:—Fredericton, 80; St. John, 70; Moncton, 60; atham, 58; Woodstock, 57; Bathurst; 37; Hillsborough, 36; Sussex, 33; Stephen, 30; Andover, 18; Campbellton, 9.

Of the total number, 161 presented themselves for Class I; 306 for Class and 21 for Class III.

The results are as follows:

Gained Class I.....	42
" " II.....	158
" " III.....	147
Failed.....	141
Total.....	488

Class I.

The following candidates for Class I. made an average of 70 per cent. and upwards.

(Arranged in order of highest marks)

Annie Gosnell,.....St. John.
Laura A. Moore,.....Petitcodiac, Westmorland Co.
Gaynell E Long,.....Good Corner, Carleton Co.
Harry A. Prebble,.....Butternut Ridge, Kings Co.
Paulina Fox,.....Lower Gagetown, Queens Co.
Auguste E. Daigle,.....Cocagne, Kent Co.
Lona J. Belyea.....Lower Windsor, Carleton Co.
R. Gertrude Parlee,.....Apohaqui, Kings Co.
Margaret A. Gillman,.....Milltown, Charlotte Co.
A. Zella Alward,.....Havelock, Kings Co.
Nellie B. Harmon,.....Peel, Carleton Co.
Maggie N. Briggs,.....Springfield, Kings Co.

Class II.

The following candidates for Class II made an average of 60 per cent. and upwards on Second Class papers (arranged in order of highest marks):

Jean G. Robichaud.....Shippegan, Gloucester Co.
Rheta N. Allingham.....Welshpool, Charlotte Co.
William A. R. Archer.....Sheila, Gloucester Co.
H. Nellie Blake... .....Black Point, Restigouche Co.
Melbourne R. Smith.....Oak Bay, Charlotte Co.
Lewis King..... ..Buctouche, Kent Co.
Mabel E. Perkins.....Scribner, Kings Co.
Francis J. Kinney.....Florenceville, Carleton Co.
E. Murray Burtt.....Jacksonville, Carleton Co.
Fred L. Bowser.....Upper Point de Bute, West'd Co.
Otty J. Fraser.....Lower Prince William, York Co.
Mabel A. Estabrooks.....Chester, Carleton Co.
Jos. Cronkhite.....Campbell Settlement, York Co.
Chas. G. Crawford.....Debec, Carleton Co.
Katie L. Colpitts.....Petitcodiac, Westmorland Co.
Ethel A. Sears.....Moncton.
G. Foster Camp.....Upper Sheffield, Sunbury Co
M. Edith Weade.....Royalton, Carleton Co.
Harry E. Hayward,.....: .....Ashland, Carleton Co.

Bertha M. Wilbur,.....Shediac Cape, Westmorland
Annie L. Wilson,.....Clones, Queens Co.
Bertha B. Bateman,.....Shediac Cape, Westmorland
Ethel L. Steeves,.....O'Neills, Westmorland Co.
D. F. Robichaud,.....Lower Caraquet, Gloucester
Robt. H. Flewelling,.....Chipman, Queens Co.
Reuben Getchell,.....Scotch Ridge, Charlotte Co.

The following tabular statement gives the details for each examin station:

NORMAL SCHOOL ENTRANCE EXAMINATIONS, AND PRELIMINARY EXAMINATIONS FOR ADVANCE OF CLASS, 1902.

STATIONS.	No. Presented at Each Station for Examination.	Number of Candidates Presented for the Various Classes with Results.												SUMMARY.			
		Class I.					Class II.				Class III.			Total Results for Each Class.			
		No. Examined for this Class.	No. Obtained 1st Class.	No. Obtained 2nd Class.	No. Obtained 3rd Class.	No. that Failed to Obtain any Class.	No. Examined for this Class.	No. Obtained 2nd Class.	No. Obtained 3rd Class.	No. that Failed to Obtain any Class.	No. Examined for this Class.	No. Obtained 3rd Class.	No. that Failed to Obtain any Class.	No. Obtained 1st Class.	No. Obtained 2nd Class.	No. Obtained 3rd Class.	No. that Failed to Obtain any Class.
No. 1, Fredericton..	80	16	6	5	4	1	60	20	24	16	4	2	2	6	25	30	19
" 2, St. John	70	30	5	11	10	4	38	10	15	13	2	1	1	5	21	26	18
" 3, Moncton	60	26	9	9	8		31	14	11	6	3	1	2	9	23	20	8
" 4, St. Stephen .	30	11	4	5	3	2	16	3	3	10		..	.	4	8	6	12
" 5, Woodstock .	57	15	3	7	2	3	40	16	7	17	2		2	3	23	9	22
" 6, Chatham	58	20	5	8	6	1	35	9	10	16	3	2	1	5	17	18	18
" 7, Sussex	33	9	4	3	2		23	8	5	10	1		1	4	11	7	11
" 8, Campbellton	9	3		1	1	1	6	4	2			.			5	3	1
" 9, Bathurst	37	7	1	4		2	24	4	9	11	6	.	6	1	8	9	19
" 10, Hillsboro	36	16	2	7	6	1	20	6	8	6	..	..	.	2	13	14	7
" 11, Andover	18	5	3	1		1	13	3	5	5			..	3	4	5	6
Total.... ..	488	161	42	61	42	16	306	97	90	110	21	6	15	42	158	147	141
1901.....	515	172	57	74	29	12	335	132	105	98	8	1	7	57	206	135	117
Increase.					13	4				12	13	5	8			12	24
Decrease	27	11	15	13			29	35	6					15	48	..	

ıe dates at which the next Departmental Examinations will begin are ws :

High School Entrance, Monday, June 22nd, 1903.
High School Leaving, Tuesday, July 7th, 1903.
University Matriculation, Tuesday, July 7th, 1903.
Normal School Entrance, etc., Tuesday, July 7th, 1903.
Normal School Closing, Tuesday, June 9th, 1903.
Normal School Closing for French Department, Tuesday, May 26th, 1903.
Normal School Closing for Third Class, Tuesday, Dec. 15th, 1903.

ıe stations at which the University Matriculation, the High School g and the Normal School Entrance examinations will be held are : 'edericton, St. John, Moncton, St. Stephen, Woodstock, Chatham, , Campbellton, Bathurst, Hillsborough and Andover.

ındidates for Superior Class Certificates may be examined either the Closing examinations in June or the Entrance examinations in

TABLE XVI.—School Libraries.

ıe total number of new volumes purchased for School Libraries during ır was 898, at a cost of $378, of which the Province paid $125.77.

TABLE XVII.—Travelling Expenses of Student Teachers.

ıe sum of $1138.50 was paid during the year as travelling expenses to t teachers attending the Normal School, a decrease of $296.46 as com- with the same account for the preceding year.

TABLES XVIII and XIX.

ıese tables give a summary of all moneys disbursed by the Chief ntendent for the School Service, for the fiscal year ended October 902.

ARBOR DAY REPORT, 1902.

Inspectoral District.	No. Districts Observing Arbor Day.	No. of Trees Planted.	No. of Shrubs Planted.	No. of Flower Beds.	General Improvement.
No. 1	69	309	76	67	51
" 2	62	222	146	59	60
" 3	92	402	143	135	92
" 4	65	470	39	126	65
" 5	84	210	27	50	81
" 6	94	203	67	111	87
" 7	39	234	55	42	39
Total	505	2050	553	590	475
For 1901	575	2037	445	676	447
Increase	.....	13	108	.....	28
Decrease	70	.....	.....	86	.....

POOR DISTRICTS.

School districts which have an assessable valuation of $12,000 or less, receive from 25 to 33⅓ per cent. additional grants from the provincial revenues and the County Fund. It has been hoped from year to year that the number of these districts would decrease, but the tendency has been in the opposite direction. The organization of districts in new settlements, the division of some old districts and, in some cases, the successful efforts made by interested parties to keep the assessable valuation as given upon the district lists at a figure much lower than the actual value of the assessable property, have all contributed to increase rather than diminish the number of districts demanding this special aid. The operation of the change in the Schools Act, making the property within the boundaries of any school district taxable for the benefit of such district, without regard to the place of residence of the owner, has been for the advantage of the poorer districts, and will tend in that direction more and more. The total special aid granted to the Poor Districts during the year has been $7,947 23 from the Provincial revenues and $5,155.77 from the County Fund, or $13,103 from both sources.

The total number of Poor Districts for the calendar year 1903 follows:

ALBERT COUNTY.

Parish of Alma,	Nos. 3, 6, 7, 8 (and Harvey), 9	....
" Coverdale	" 6, 7 (and Hillsboro), *8, 9, 11, 12 15 (and Salisbury)	....
" Elgin,	" 4, 5, *6, 7, *9, *13, 15, 17, 18, 19 20, ...	....
" Harvey,	" 6, 7 (and Alma), *8, *10,	....
" Hillsboro,	" 8, *9, *11 (and Elgin), 12, 13 (and Elgin), 15,	....
" Hopewell,	" *4, 5 (and Hillsboro), 9,	....

CARLETON COUNTY.

Parish of Aberdeen,	Nos. 2, 7, 8, 9, 10, 11, 13 (and Kent),	
" Brighton,	" 11, 17, 18, 19, 19½, ...	....
" Kent,	" *1½ (and Peel), *9, 19,	....
" Northampton,	" *8, 11 (and Southampton)	....
" Peel,	" 5, ...	....
" Wicklow	" *8, ...	....
" Wilmot,	" *14, 17, ...	....
" Woodstock,	" 11, 13, ...	....

CHARLOTTE COUNTY.

Parish of Clarendon,	Nos. 1, 3, 9 (and Blissville)	....
" Dumbarton,	" 1, 4, 5, *7, *7½, ...	....
" Grand Manan,	" 7, *9, ...	....
" Lepreaux,	" 1, *2 (and Musquash), 5,	....
" Pennfield,	" *6	....
" St. David,	" *2, *7, ...	....
" St. George,	" 7, 8, 8½ (and Dumbarton), 9, 10, 11, *15	....
" St. James,	" *4, *4½ (and St. David), *5, 8, *10 11, *13, *19, ...	....
" St. Patrick,	" *4, *6, *9 (and St. George), *10	

CHARLOTTE COUNTY.—Continued.

" St. Stephen,	"	*2, 7½ (and St. James), ...	2
" West Isles,	"	1, *5½, 6½. 8, ...	4
			41

GLOUCESTER COUNTY.

Parish of Bathurst,	Nos.	3, 4, 6, 7, *8, 10, 11, ...	7
" Beresford,	"	*7 (and Bathurst), 7½ (and Bath), 8,*8½, 9, *10A (and Bathurst), 11, 12, 13, 13½, 14, 15, 16, ...	13
" Caraquet,	"	1, 3, 4, 4½	4
" Inkerman,	"	1, 4, 5, 7, *8, ...	5
" New Bandon,	"	1, 3, 3½, 4½, 5½, 7, 10, ...	7
" Paquetville,	"	1, 2, *4, 5, ...	4
" Saumarez,	"	2, *2½, *4, 7	4
" St. Isidore,	"	*8, ...	1
" Shippegan,	"	1½, *3, *3½, 5, *6½, 8, 8½, 9, 9½, 10, 10½, ...	11
			56

KENT COUTY.

Parish of Acadieville,	Nos.	1, 2, 3, 4, *5, 7, 8, 9, ...	8
" Carleton,	"	2, 4, 6, 8, 9, 1 0	6
" Dundas,	"	*5, 5½, 6A (and Moncton) *10A (and Moncton), 14, ...	5
" Harcourt,	"	1, 6, 7, 7½, 10, 11, ...	6
" Richibucto,	"	3, 5, 7, 9, 9A, 11, 13, ...	7
" St. Louis,	"	1, *5, *8, *9 (and Ricibucto), 10, 11,...	6
" St. Mary's,	"	5, 7, 7½, *14,..	4
" St. Paul,	"	1, 2, 3, *4, 5, 6, 7 (and St. Mary's) 9,....	8
" Weldford,	"	2½, 4, 5½ (and St. Mary's), 7, 11, 12, 13, 17, 18. *20, 21, 22, 23, 24,	14
" Wellington,	"	*7½, *12½, 13, 15, 16, 17, 18,....	7
			71

KINGS COUNTY.

Parish of Cardwell,	Nos.	4, *8, 9, 10 (and Sussex), ...
" Hammond,	"	1 (and Waterford), 2, *3, *5, 8 (and Sussex),... ....
" Havelock,	"	*5, 6, 11, 15,.. ....
" Kars,	"	4, 6,.. ....
" Kingston,	"	8, 9, 14, *15,.. ....
" Norton,	"	9, *11 (and Sussex), ...
" Rothesay,	"	*6,... ....
" Springfield,	"	*4, *5, *6 (and Johnston), *13, 14, 18, 21, ...
" Studholm,	"	1, 2, *5, *6, *19, *26, ...
" Sussex,	"	4 (and Waterford), *8, 11, 12, 14, 15,... ....
" Upham,	"	25 (and St. Martins).... ....
" Waterford,	"	1, 3, 4 (and Cardwell), *6, 7, 9,..
" Westfield,	"	5 (and Greenwich), *8, 9, *10, *12, *13,... ....

MADAWASKA COUNTY.

Parish of Madawaska,	Nos.	3, 4, 4½, 5, 6,.. ....
" St. Anne,	"	*2, 5, 6, 7,.... ....
" St. Basil,	"	2, 5, 8, 9, 10,.. ....
" St. Francis,	"	*5, 6, 7, 8, 9, 10, 11, 13, 14, ...
" St. Hilaire,	"	5, 6, 7, 8, 9,... ....
" St. Jacques,	"	2, 3, 4, 5, ...
" St. Leonard,	"	7, 8... ....

NORTHUMBERLAND COUNTY.

Parish of Alnwick,	Nos.	*1, *2, 8½, *12, 14, ...
" Blackville,	"	1½, 3, 3½, 9, 12, 13, ...
" Blissfield,	"	1, *1½ (and Blackville), *2, *2½, 3,
" Glenelg,	"	*3, 5, 6, 8, 8½, 9 ....
" Hardwicke,	"	3, 6,.. ....
" Ludlow,	"	1, *1½, 2, 4, 5,... ....
" Nelson,	"	6, *6½, 7, ...

NORTHUMBERLAND COUNTY.—Continued.

"	Newcastle,	" *2½,..	1
"	Northesk,	" *1, 3, 11½, ...	3
"	Rogersville	" 1, 2, 3A (and Acadieville), 5, 10½, *11, *13, *14, *15, 16 (and Acadieville), ...	10
"	Southesk,	" 7, *7½, ...	2
			48

QUEENS COUNTY.

Parish of	Brunswick	Nos. *3, 4, 5, 7, 23 (and Salisbury),	5
"	Cambridge,	" *6 (and Waterboro), *7, *9, ...	3
"	Canning,	" 3, 4, *6, ...	3
"	Chipman,	" 2, 3, 7, *9, 12, 13 (and Waterboro), 14 (and Waterboro), 16 (and Harcourt), ...	8
"	Gagetown,	" *1, ...	1
"	Hampstead,	" 3 (and Gagetown), 10, ...	2
"	Johnston,	" 2, 6, *6 (and Springfield), 8, *9 *11 (and Wickham), *12, 13, *15 (and Springfield), 17, ...	10
"	Petersville,	" 2, *13, 16, ...	3
"	Waterboro,	" *2, 3, *5, *8 (and Johnson), 9,	5
"	Wickham,	" *10, *12 (and Johnston), ...	2
			42

RESTIGOUCHE COUNTY.

Parish of	Addington	Nos. *2½, 3, ...	2
"	Balmoral,	" 1, 4, 5, 6 (and Addington), ...	4
"	Colborne,	" 1½ (and Balmoral), 4, ...	2
"	Dalhousie,	" 4, ...	1
"	Durham,	" 1½, *5, 9, 10, 11, ...	5
"	Eldon,	" *1, ...	1
			15

ST. JOHN COUNTY.

Parish of	Musquash,	Nos. *7, *8, 9	3

ST. JOHN COUNTY —Continued.

"	St. Martins,	" 1, *3, *3½, *4, 9, *11, *12, *23 (and Simonds), 30, ...
"	Simonds,	" *14, *15, *16, *20, *21 (Bdr), 22 (Bdr), ...

SUNBURY COUNTY.

Parish of	Blissville,	Nos. *5, *6, 7, 8, 9 (and Clarendon),
"	Burton,	" 6, *8, 9, 10, 11, 12, 13, ...
"	Gladstone,	" *2, *3, 5, 6, 8, 9 (and New Maryland), ...
"	Lincoln,	" 6, ...
"	Maugerville,	" 4 (and St. Mary's), ...
"	Northfield,	" 1, 2, *3, 5, ...
"	Sheffield,	" 1A (and Canning), 3, 6, *7, ...

VICTORIA COUNTY.

Parish of	Andover,	Nos. 6, 8, ...
"	Drummond,	" 1½, 2, 3, 5, 6, 8½, 9, 11, 12, 13, 14,
"	Gordon,	" *2, 3, 7, *8, 9 (and Lorne), ...
"	Grand Falls,	" *2, 3, *4, 5, 8, 10, *11, ...
"	Lorne,	" 1, 2, 5, 8, ...
"	Perth,	" 3, 5, 6, 7, *8 (and Drummond), 10, *11, *12, *13, ...

WESTMORLAND COUNTY.

Parish of	Botsford,	Nos. *4, 20, 22, 23,. ....
"	Dorchester,	" *4 (and Sackville), 15, 26. ....
"	Moncton,	" *6A (and Dundas), *20, *21, 22, *24, 25, 26, *30, 32, 33, ...
"	Sackville,	" 1, 3, 4, 15, 17, 18, ...
"	Salisbury.	" 9, 14, 23, (and Hav. and Bruns.), 25,
"	Shediac,	" 22, 23, 24, 26, ...
"	Westmorland,	" 11 (and Sackville), ...

York County.

Parish of Bright,	Nos. *6½ 7½, 9, *11 (and Southampton)		4
" Canterbury,	" *5, 10, 10½, 12, 20, 22, 24,	....	7
" Douglas,	" 12, 14, *16, 20,	....	4
" Kingsclear,	" *7, *8, 9, 12,	....	4
" Manners Sutton,	" 7, 9, 10, 11,	....	4
" McAdam,	" *7, ...	....	1
" New Maryland,	" 1A, *3, ...	....	2
" North Lake,	" *13½, 17, 18, 19½,	....	4
" Prince William,	" 6, ...	....	1
" St. Mary's,	" 9, 10, 11, 14, 15,	....	5
" Southampton,	" *8, *10, 13, 14, 15, *16, 17, 18, 19,		9
" Stanley,	" *1½, *2, 4, 6½, *9, 14, *16, 17.	....	8
			53
	Total for 1903,	....	590
	Increase,	....	5

*Districts marked * to receive one quarter rate.

School House Grants to Poor Districts.

By vote of the Legislature the sum of $1000 was appropriated at the t session to assist Poor Districts in building and furnishing school houses.

The following grants from this appropriation were made during the year ling October 31st, 1902:

ALBERT COUNTY.

trict No. 3, Hopewell,	$25 00	
" 3, Alma,	15 00	
		$40 00

CARLETON COUNTY.

trict No. 19, Brighton,		30 00

CHARLOTTE COUNTY.

trict No. 2½, Dumbarton and St. Patrick,		70 00

GLOUCESTER COUNTY.

trict No. 12, Bathurst,	$20 00	
" 4, Caraquet,	20 00	
" 4½, Caraquet,	20 00	
		60 00

KENT COUNTY.

trict No. 12, Dundas,	$20 00	
" 6, Harcourt,	15 00	
" 7, St. Paul,	15 00	
" 17, Wellington,	15 00	
" 18, Wellington,	15 00	
		80 00

KING'S COUNTY.

trict No. 19, Rothesay and Simonds,		25 00

MADAWASKA COUNTY.

trict No. 2½, St. Francis,	$10 00	
" 9, St. Leonard,	20 00	
		30 00

NORTHUMBERLAND COUNTY.

District No. 8½, Alnwick,	$25 00		
" 1, Blissfield,	15 00		
" 9, Glenelg,	10 00		
" 6, Hardwicke,	25 00		
" 2, North Esk,	25 00		
" 16, Rogersville,	15 00		
		$115 00	

QUEENS COUNTY.

District No 3, Canning,	$15 00		
" 5, Canning,	20 00		
" 6, Canning,	10 00		
" 3, Waterborough.	20 00		
		65 00	

RESTIGOUCHE COUNTY.

District No 1½, Colborne and Balmoral,	$10 00		
" 11, Durham,	10 00		
" 1 A., Beresford and Durham,	30 00		
		50 00	

ST. JOHN COUNTY.

District No. 5, Musquash,		70 00	

SUNBURY COUNTY.

District No. 6, Gladstone,	$40 00		
" 4, Lincoln,	10 00		
		50 00	

VICTORIA COUNTY.

District No. 6, Gordon,	$25 00		
" 7, Gordon	35 00		
		60 00	

WESTMORLAND COUNTY.

District No. 32, Moncton,	$30 00		
" 26, Shediac,	15 00		
		45 00	

York County.

:t No. 7, Manners-Sutton, ...	$25 00	
" 1 A, New Maryland and Lincoln, ...	15 00	
" 13½, North Lake, ...	15 00	
" 3, St. Marys, ...	10 00	
		65 00
Total, ...		$855 00

THE UNIVERSITY OF NEW BRUNSWICK.

'he attendance of students at the University during the last year has he largest in its history. At present there are enrolled 121, of whom ong to the Engineering School and the rest are taking the Arts course ›le or in part. Of the total number 23 are licensed teachers. There udents in attendance from every county in the Province except Glou- and Madawaska.

'he following Degrees in Course were conferred at the last Encœnia:

Bachelor of Arts	14
Bachelor of Science	1
Bachelor of Engineering	5
Master of Arts	1
Doctor of Philosophy	1
Total,	22

'wo important changes have taken place in the Academic Faculty. ›sor W. F. P. Stockley, at the close of the Academic year, vacated the of English and French which he had occupied for sixteen years. The › accepted Prof Stockley's resignation with regret, and in doing so d upon its minutes a resolution highly appreciative of the faithful and nt services which he has rendered to the University and to the Prov-

'rof. Davidson who for the last ten years has filled the chair of Mental :oral Philosophy and Political Economy asked and obtained leave of :e for one year for the purpose of pursuing special studies in Europe. ;h Prof. Davidson's health has been somewhat impaired since leaving 3runswick it is hoped that he will be able to resume the duties of his sorship at the University in September next.

Ir. W. H. Clawson who after a distinguished course at the University

of New Brunswick, from which he graduated with high honors in 1900, received the degree of B. A. from Harvard in 1901, and subsequently spent some time in Europe in further preparation for his professional duties, was appointed to the chair of English and French language and literature vacated by Prof. Stockley.

Mr. Isaac Woodbridge Riley, Ph. D., of Yale University, was appointed to the chair of Philosophy and Political Economy as *locum tenens* during the absence of Prof. Davidson.

While the educational condition of the University, within its present limitations, is highly satisfactory, and the attendance of students, especially in the Engineering department, is annually increasing, its financial resources are found insufficient to maintain efficiently the chairs already established much less to provide for normal growth by the founding of additional professorships, however much needed.

The Annual Provincial grant of $8,844.48 does not provide for the salaries of the seven professors, small and inadequate as most of these salaries are. Other sources of revenue are very limited, while the addition of the new Science building has materially increased the annual expenditure.

The fact that the University is a public provincial institution and non-denominational seems to turn aside from it the streams of private benevolence which during recent years have tended to enrich other Colleges and Universities, both in Canada and the United States. There is no sound reason why this should be so. The State Universities in the American Republic have shared with the denominational Colleges the many millions contributed by private citizens in support of the higher education. Indeed within the last two years these private contributions have reached such an enormous magnitude that Congress has found it expedient to incorporate a General Education Board, whose special function is to receive and administer the immense sums of money placed at its disposal by wealthy citizens for educational purposes.

It is to be hoped that the time is not far distant when the increasing wealth and liberality of the patrons and alumni of our University will supplement its resources by generous gifts; but under existing conditions the senate has no other recourse than an appeal for an increased annual grant from the provincial revenues. If the province is to maintain a University worthy of the name, provision must be made not only to increase the salaries of the present staff of professors, but to establish additional chairs as the industrial and educational development of the country may demand.

'he establishment of a chair of Agricultural Chemistry would supply a 'elt want. A School of Forestry and Mines for the Atlantic Provinces liation with the University of New Brunswick would prove of great mic importance. An immense loss to the country is sustained every hrough ignorance of the best methods which science and experience liscovered for the preservation and enlargement of our forest resources. hould certainly, in view of the importance of our lumber interests, no reasonable pains or expense to preserve and increase the value of nber lands of the province. Our mineral resources are also attracting sed attention. A united effort of the governments of New Brunswick iova Scotia could establish a School of Forestry and Mining, which be of untold benefit to both provinces. There is reason to hope that proper effort such a school could be established in affiliation with the rsity of New Brunswick.

Gift of Senator Wark.

a very pleasing incident connected with the last Encœnia at the Uni- y was the announcement of a gift by the Hon. Senator Wark of one and dollars to be placed at the disposal of the Senate for such purposes med most urgent. The Senate subsequently placed upon record its appreciation of the generous act of the venerable Senator.

The Rhodes Scholarships.

'robably the most notable educational event of the year has been the ion by the will of the late Right Hon. Cecil John Rhodes for the ment of over two hundred scholarships in the Colleges of Oxford rsity, to be given to young men in the British Colonies, the United and Germany. The value of each scholarship is £300 sterling a tenable for three years. The list of colonial scholarships as enumer- n the will included for Canada the Provinces of Ontario and Quebec but as the omission of the other provinces was manifestly an oversight were promptly taken by both the Board of Education and the Senate, University of New Brunswick, acting jointly with the educational ities of Nova Scotia and Prince Edward Island, to call the attention of thodes' trustees to the omission of the other Canadian Provinces. The has been that to each of the Maritime Provinces has been allotted an l scholarship.

'or the information of prospective candidates and others interested in nportant matter, I append extracts from the testamentary dispositions

of Mr Rhodes in so far as they reveal the purposes of the testator and indicate his views as to the qualifications and the grounds of selection of the beneficiaries:

EXTRACTS FROM THE WILL OF THE RIGHT HON. CECIL JOHN RHODES

Whereas, I consider that the education of young Colonists at one of the Universities in the United Kingdom is of great advantage to them for giving breadth to their views for their instruction in life and manners and for instilling into their minds the advantage to the Colonies as well as to the United Kingdom of the retention of the Unity of the Empire, and whereas in the case of young Colonists studying at a University in the United Kingdom I attach very great importance to the University having a residential system such as is in force at the Universities of Oxford and Cambridge, for without it those students are at the most critical period of their lives left without any supervision, and whereas there are at the present time 50 or more students from South Africa studying at the University of Edinburgh, many of whom are attracted there by its excellent medical school, and I should like to establish some of the Scholarships hereinafter mentioned in that University, but owing to its not having such a residential system as aforesaid I feel obliged to refrain from doing so; and whereas my own University, the University of Oxford, has such a system, and I suggest that it should try and extend its scope so as if possible to make its medical school at least as good as that at the University of Edinburgh, and whereas I also desire to encourage and foster an appreciation of the advantages which I implicitly believe will result from the union of the English-speaking peoples throughout the world and to encourage in the students from the United States of North America who will benefit from the American Scholarships to be established for the reason above given at the University of Oxford under this my will, an attachment to the country from which they have sprung but without, I hope, withdrawing them or their sympathies from the land of their adoption or birth. Now therefore I direct my Trustees as soon as may be after my death and either simultaneously or gradually as they shall find convenient, and if gradually then in such order as they shall think fit to establish for male students the Scholarships hereinafter directed to be established each of which shall be of the yearly value of £300 and be tenable at any College in the University of Oxford for three consecutive academical years.

My desire being that the students who shall be elected to the scholarships shall not be merely bookworms, I direct that in the election of a student to a scholarship regard shall be had to (i) his literary and scholastic

ıents; (ii) his fondness of and success in manly outdoor sports, such ket, football and the like; (iii) his qualities of manhood, truth, courage, ɔn to duty, sympathy for the protection of the weak, kindliness, un- ıess and fellowship; and (iv) his exhibition during school days of 'orce of character and of instincts to lead and to take an interest in his nates; for those latter attributes will be likely in after life to guide esteem the performance of public duties as his highest aim. As mere tions for the guidance of those who will have the choice of students scholarships I record that (i) my ideal qualified student would com- ıese four qualifications in the proportions of three tenths for the first, ıths for the second, three tenths for the third, and two tenths for the qualification, so that according to my ideas if the maximum number of for any scholarship were 200 they would be apportioned as follows: 60 ı of the first and third qualifications and 40 to each of the second and qualifications; (ii) the marks for the several qualifications would be d independently as follows (that is to say) the marks for the first ation by examination, for the second and third qualifications respect. y ballot by the fellow-students of the candidates, and for the fourth ation by the head master of the candidate's school; and (iii) the re- f the awards (that is to say the marks obtained by each candidate for ualification) would be sent as soon as possible for consideration to the s or to some person or persons appointed to receive the same and the or persons so appointed would ascertain by averaging the marks in of 20 marks each of all candidates the best ideal qualified students.

ɔ student shall be qualified or disqualified for election to a scholarship ɔunt of his race or religious opinions. The election to scholarships e by the trustees after such (if any) consultation as they shall think ı the minister having the control of education in such colony, prov- ate or territory.

qualified student who has been elected as aforesaid shall within six ır months after his election or as soon thereafter as he can be ɜd into residence, or within such extended time as my trustees shall commence residence as an undergraduate at some college in the sity of Oxford.

ıe scholarships shall be payable to him from the time when he shall nce such residence.

ıe trustees are the Earl of Rosebery, Earl Grey, Lord Milner, Mr. Beit, Dr. Leander Starr Jameson, Mr. Lewis Loyd Mitchell and Mr. ıier Francis Hawksley.

In July last the Trustees, through Lord Strathcona and the Secretary of State for Canada, brought to the notice of the Governments of the various Provinces the Scholarship provisions of Mr. Rhodes' will with the view of eliciting the opinions of the Education department of each Province with respect generally to the election of qualifying students.

Subsequently the Trustees appointed George R. Parkin, C. M. G., LL. D., Principal of Upper Canada College of Toronto, as their agent and commissioner to make all necessary arrangements for carrying out at the earliest possible date the testamentary disposition of Mr. Rhodes. From Dr. Parkin's widely extended acquaintance with the educational conditions of all parts of the Empire as well as because of his energy, enthusiasm and high standing as an educationist, his appointment has been universally regarded with marked approval both in Great Britain and the Colonies. To New Brunswickers especially it is a matter of pardonable pride that a native of our own Province, a graduate of our University and a teacher who has had a distinguished record both at home and abroad, has been selected for the discharge of the delicate and difficult task of advising the Trustees as to the best methods of administering Mr. Rhodes' will and accomplishing his purpose in endowing these scholarships.

In October Dr. Parkin visited England and held a consultation with the authorities of Oxford University as to the conditions on which the Rhodes scholars would be admitted to the several Colleges. Immediately on his return from England, a conference was held at Sackville with the Superintendents of Education and representatives of the degree conferring colleges and universities of the Maritime Provinces.

There were present at the conference Dr. Parkin; Dr. Inch, Chief Superintendent of Education for New Brunswick; Dr. McKay, Supt. of Education for Nova Scotia; Dr. Anderson, Supt. of Education for Prince Edward Island; Dr. Allison, of Mount Allison University; Dr. Guertin of St. Joseph's; Dr. Scott, of the University of New Brunswick; Dr. Chisholm, of St. Francis Xavier; Dr. Keirstead, of Acadia; Dr. Willets, of Kings; and Prof. Walter Murray, of Dalhousie.

After prolonged discussions the following resolutions were passed:

1st. That one Scholarship be allotted to candidates from each of the Provinces of Nova Scotia, New Brunswick and Prince Edward Island.

2nd. That the competition for these Scholarships shall be open only to graduates or undergraduates of at least two years standing of a degree conferring College or University.

3rd. That the ordinary age limit of candidates shall be 23 years, provided, however, that in exceptional circumstances a candidate whose age does not exceed 25 years may be nominated.

4th. A system of selecting candidates by College Nomination was also unanimously approved. The following summary was officially published:

"Scholars being British subjects shall be selected by the trustees on the nomination of the college within the territory to which the scholarship is assigned. Colleges entitled to make nominations must be equipped to give adequate literary preparation up to the standard of Oxford Responsions, which is the minimum on which scholars will be admitted. These colleges shall nominate in a rotation fixed by the number of undergraduates in each. Each nomination shall be accompanied by a full statement of the school and college qualifications on which the nomination is based, in compliance with the terms of the Rhodes bequest."

The conference was indebted to Prof. Walter C. Murray, who acted as Secretary, for preparing the following statement of the reasons which influenced its members in determining the method of the selection of candidates and for suggesting the scheme of rotation among the several colleges, in accordance with the principles embodied in the fourth resolution given above:

A METHOD FOR THE SELECTION OF THE RHODES SCHOLARS FOR THE MARITIME PROVINCES.

There are at least two possible methods:—The College Nomination and the Competitive Examination.

The College Nomination System provides that the trustees or their representatives select the scholars on the nomination of the teaching bodies or staffs of the colleges, each nomination being accompanied by a full statement of the school and college records of the candidates, including all the evidence that influenced the college in recommending the nominee.

This system has been adopted for the award of the Science Research Scholarships given to the Colonies and Great Britain by the commissioners of the 1851 exhibition.

The principal advantages of the College Nomination System are;

1. It permits the different qualifications specified in the will being given the importance in the selection of the scholar suggested by Mr. Rhodes. This is possible when the moral and social qualifications of the candidates for any scholarship are estimated by the same authorities according to the same standards.

2 It will permit the different colleges and universities to devel without interference along the lines suitable to their conditions.

There will be neither inducement nor necessity for any college to becom a coaching institution for candidates for these scholarships.

It will interfere with the college courses of the unsuccessful as well the successful candidates much less than the Competitive Examinati System.

3. The examinations of the Competitive System must be highly di ersified to meet the conditions of the different localities to which the schola ships are assigned. Consequently they will lack the uniformity that usually regarded as the excellence of the examination test.

Only in examinations of an elementary character is uniformity possibl but such elementary examinations are entirely unsuited to the candidat from the larger universities. Such was the case with the Gilchrist Schola ships, which were awarded on the results of the London University Matri ulation Examination.

4. It avoids the elaborate organization and expense of a system Competitive Examinations.

The difficulties of the College Nomination System are:—

A. Making provision for provinces or territories without degree con ferring colleges.

B. The selection of nominating institutions.

(A) In Canada the first difficulty presents itself in Prince Edwar Island and British Columbia.

In each of these provinces there is an excellent College or High Scoo which by a self denying ordinance has refused to ask for or accept degre conferring powers.

Vancouver College in British Columbia, however, is affiliated with Mc Gill so that students taking the full course in the British Columbia instit tion are admitted to the third year in McGill and are thus the equals undergraduates of at least two years standing of a degree conferring colleg

Prince of Wales College in Prince Edward Island can secure the sam privileges from any or all of the Maritime colleges. Students who hav completed the full course there may be deemed undergraduates of at lea two years standing.

(B) In selecting the nominating colleges the following condition should be observed:—

1. The degree conferring colleges within the territory to which th scholarship is assigned are to be grouped together.

. To receive the privilege of nominating a college must satisfy cer- :quirements, such as :—

a) It must not exclude any student because of race or creed.

b) Its staff and course of study must be such that students who have :ted its second year are well qualified to enter Oxford or pass the nsions Examinations.

c) It must have at least a Faculty of Arts (it may have other faculwell organized and equipped with a staff of not less than four or five sors devoting all their time to the work of that Faculty.

. The colleges possessing the above qualifications within each politnit shall nominate in rotation. The system of rotation may be deterby the number of possible candidates for these Scholarships within ollege—that is practically by the number of undergraduates of the nt faculties of the College or University.

'he application of this system to the Maritime Provinces;

. The nominating body in Prince Edward Island shall be the Prince les College. Its nominees may be either

a) Students who have completed its course of study and are entitled ome undergraduates of at least two years standing of a degree con- ; college, or,

b) Young men from Prince Edward Island who are studying in any ian University or College. Students from Prince Edward Island not be eligible for nomination by other institutions in Canada.

. Each qualified college for every 50 (or fraction thereof) underates may have one nomination in the period of rotation.

'hus in New Brunswick, if the University of New Brunswick have ıdergraduates, Mount Allison 110, and St. Joseph's 40, the University v Brunswick shall have 3 nominations, Mount Allison 3, and St. Jos- 1 in a period of 7 years.

n Nova Scotia, if Kings have 40, St. Francis 80, Acadia 130, and Dal- : 320, undergraduates, then Kings shall have 1 nomination, St. Francis ıdia 3, and Dalhousie 7 in a period of 13 years.

. In each period of rotation the nominations given to any one college be distributed as evenly as possible over the period. Thus in New ick the nominations may be made in the following order:

1904..... University of New Brunswick.
1905..... ..Mount Allison.
1906.....University of New Brunswick.
1907.....St. Joseph's.
1908..... .... Mount Allison.
1909.....University of New Brunswick.
1910.....Mount Allison.

And in Nova Scotia:

1904..... .....Dalhousie.
1905.....Acadia.
1906.....Dalhousie.
1907.....St. Francis.
1908.....Dalhousie.
1909.....Acadia.
1910.....Dalhousie.
1911..... .....Kings.
1912.....Dalhousie.
1913.....St. Francis.
1914.....Dalhousie.
1915.....Acadia.
1916.... ....Dalhousie.

4. Should a college not be ready to nominate the year assigned to it, the privilege of nominating shall be be held over one year for it.

5. At the completion of the period of rotation the cycle may be revised so as to meet changes in the nominating colleges.

It will be understood, of course, that the action and decisions of the Conference as above reported will have no effect until submitted to and approved of by the trustees of the Rhodes scholarships; but it is highly probable that the scheme in its essential features will receive the approval of the trustees. The Conference at Sackville was the first held by Dr. Parkin after his return from England. Since that date he has consulted the educational authorities of Quebec and Ontario and of several of the United States. It is gratifying to know that he has met with no insuperable difficulties in formulating plans adapted to the several local conditions; and that in all essential particulars the principles adopted by the Conference of the Maritime Provinces have been followed by the others.

Notes on the Appendices.

I beg to direct attention to Part III. of this Report which contains (a) The Report of the Principal of the Normal School, (b) The Reports of the Seven School Inspectors; (c) The Reports of the School Boards of Fredericton, St. John, Moncton, St Stephen, Milltown, Woodstock, Chatham, Newcastle and Campbellton, (d) The Reports of the Board of Directors and the Principal of the School for the Blind, Halifax; (e) The Report of the Provincial Educational Institute held at Fredericton in June, 1902; (f) Addresses delivered before the Provincial Educational Institute by Professor John Davidson and Inspector W S Carter.

I beg to add the following notes and comments on some of these Reports

THE NORMAL SCHOOL.

The attendance of pupil-teachers for the year under review was 273, an increase of 75 over the enrolment of the previous year. At the present time (Feb 1903) the enrolment is 177 in the English Department, and 14 in the French Department To these may be added 47 candidates for Third Class (including 13 in the French Department) who, after examination in December, left the school The above shows an aggregate enrolment for the current year of 238 of whom 24, now holders of Second Class Licenses entered in January as candidates for First Class.

The withdrawal of Professor John Brittain in October last from the Natural Science Department was a cause of great regret, not only to his colleagues in the Normal School, but to the hundreds of teachers throughout the province who for the last thirteen years have had the benefit of his teaching and the inspiration of his enthusiasm in the study of Botany, Chemistry and Natural History. It is gratifying to know that the valuable services of Mr. Brittain in his own department are not to be lost to the province. Since his withdrawal from the Normal School, he has been taking special courses of study at the University of Chicago and at Cornell University, in preparation for entering upon new and important duties in New Brunswick as organizer and director of one branch of the plan proposed by Sir William Macdonald and Prof. J. W. Robertson for the purpose of giving object lessons of the value of school gardens and nature studies at rural schools, as described in my last Annual Report. No better man than Prof. Brittain could have been selected for this purpose.

H. H. Hagerman, M. A, teacher of Natural Science in the Fredericton Grammar School, was appointed to the position in the Normal School vacated by Prof. Brittain.

DEATH OF ELDON MULLIN, M A., LL. D., LATE PRINCIPAL OF THE NORMAL SCHOOL.

My last Annual Report referred to the temporary withdrawal of Mr. Mullin from the principalship of the Normal School, under leave of absence from the Board of Education for one year, for the purpose of enabling him to proceed to South Africa to assist in organizing the educational work in the Transvaal and Orange River Colonies. Mr. Mullin left New Brunswick in February, 1902, and on arriving in South Africa entered upon his work in Pretoria and afterwards at Johannesburg with every prospect of success. In January last, having decided to remain in South Africa for several years, he addressed a letter to the Board of Education definitely tendering his resignation as principal of the New Brunswick Normal School. This letter of resignation was laid before the Board on Feb. 4th, 1903, and the following resolution was unanimously passed:

"The Board of Education of the Province of New Brunswick having granted to Dr. Eldon Mullin, who for many years filled the office of principal of the Normal School of this province leave of absence for the purpose of enabling him to go to South Africa with a view to assuming an important position in connection with educational work in that country, and having now received his resignation to take effect at the expiration of his leave of absence, desire to place on record their appreciation of the zeal and ability which Dr. Mullin brought to the discharge of the duties of his position while connected with this Board, and express their regret that the Province of New Brunswick is likely to be permanently deprived of his services, and earnestly hope he may long be spared to devote his talents and his energy to the advancement of education in South Africa."

The hope expressed by the Board in the closing sentence of the above resolution was doomed to early disappointment, for in little more than a week afterwards the sad tidings of Dr. Mullin's death at Johannesburg reached Fredericton, on the anniversary of the day (Feb. 13th) on which he had set out from the city, a year before, on his long journey to the field of his anticipated labors and new responsibilities.

It is needless to say that among the numerous friends and co-workers of Dr. Mullin in New Brunswick the news of his premature death evoked the strongest expressions of sorrow, and of sympathy for his bereaved wife and family.

Mr. Mullin was associated with educational work in this Province for y 30 years. He received his first Teacher's License (Class I) in 1872 ı Grammar School License in 1879. He graduated from the Univer- of New Brunswick (B. A.) in 1881, M. A. in 1884, and received the rary degree of LL. D. in 1902. He was appointed Inspector of Schools 79 and Principal of the Normal School in 1883, which position he held ı the date of his leaving for South Africa in 1902.

Upon the acceptance of Dr. Mullin's resignation on Feb. 4th, 1902, iam Crocket, M. A., LL. D., who had been filling the vacancy during Mullin's leave of absence, was regularly appointed as Principal of the nal School.

The Inspectors' Reports.

An analysis and comparison of these reports show a unanimity of opinion gard to many matters bearing on the conditions of the rural schools ıghout the province.

It is gratifying to note that all bear testimony to growing improvement hool buildings and equipments as well as to better teaching in many of ngraded schools.

On the other hand all speak of the serious loss and embarrassment that resulted from the scarcity of properly qualified teachers, and the con- ent necessity of placing untrained and poorly qualified persons in charge e schools, or of leaving them closed indefinitely. In my last Annual ırt I discussed at some length the causes of this unfortunate state of ·s, and do not think it necessary to repeat the statements and argu- s which I then used. I beg, however, to quote a passage from Inspector er's report, bearing on this question:

Teachers are scarce and this state of affairs will continue so long as other ions offer stronger inducements to our young men and women. Business s and hospitals continue to attract our best teachers and lately they have been ·mand not only in South Africa, but in our own North West and the United s.

I have rather given up the expectation that our most intelligent school boards l endeavour to stem this tide by offering stronger inducements to good teachers, here College graduates are appraised at $150 per year in a city and experienced ers are placed upon the same footing as inexperienced, and allowed to retire ıse of a request for a paltry increase of salary after years of faithful service, are the inducements for teachers?

The United States are getting our most highly cultured teachers at a great cost to us. The graded schools will be the last to feel the pinch, but to them it will surely come later, in the form of inferior qualifications. People have to pay more for everything than formerly, except education, and the expenditure for that, in as far as teachers are concerned, remains stationary or has become less. The cost of living has increased to them as to everyone else, and the towns should set the example and give their teachers a substantial increase of pay. Some deserved increases have been given during the year to the higher grade teachers, which is a healthy sign and is a tendency which I hope will extend downward without delay. The only sure remedy is the fixing of a minimum salary for all classes of teachers, for, as long as country districts can get local licensed teachers, many of them will be indifferent to the class or quality.

The failure to obtain trained teachers in many districts may be traced to the reluctance of fairly educated young men and women to subject themselves to the primitive conditions of living which obtain in remote settlements, but in many more cases to the ignorance, the indifference and the parsimony of those who are appointed as school trustees. Inspector Bridges says:

"In some school districts the trustees will not make any exertion to obtain a teacher, and if no application is made by a teacher to them personally, the school is allowed to remain vacant during the term or at least a greater part of it. This only serves to emphasize the fact that greater care should be exercised by the ratepayers at the annual school meeting, in electing to the office of school trustee only those who have a direct, vital interest in maintaining a good school."

Unfortunately, however, the ratepayers in many cases will not even attend the annual school meetings, and of those who do attend the majority are more anxious to cut down expenses than to maintain a good school.

In another part of this report I will discuss what I conceive to be the best remedy for the evils referred to.

Reports of School Boards in Cities and Incorporated Towns.

The three cities and six incorporated towns organized under the provisions of section 105 of the Schools Act, having School Boards appointed in part by the Governor in Council and in part by the City or Town Councils, control in the aggregate 287 schools, attended by over 14,000 pupils. In other words the School Boards of these cities and towns have the management of nearly one-sixth of the total number of schools in the Province attended by nearly one-fourth of the total number of pupils enrolled in all the

ic schools. The educational expenditure in these cities and towns dis-
ed by the School Boards during the past year aggregated more than
,000.

The magnitude and importance of the trust committed to these Boards
scarcely be over.estimated. The time, attention and labour devoted to
discharge of their duties is given gratuitously. Though assisted by
secretaries, the full responsibility of the proper administration of the
s, the employment of teachers and the efficiency of the schools res t
lutely upon the trustees.

During recent years most of these cities and towns have expended large
in the erection and equipment of school buildings of the finest class.
is especially true of Campbellton, Chatham, Moncton, Fredericton and
John. In the latter city a splendid edifice known as the Latour school,
l description of which is given in the Board's report, was opened during
year in St. John West, and it is intended to complete during the coming
in St. John North another building of equally fine proportions and
itecture. Our largest city will then compare very favorably, as to the
ing of its school children, with any city of its size elsewhere.

The public interest manifested in the schools of the cities and towns is
ated by the number of prizes awarded to the children, and by the en-
asm of the citizens who in large numbers attend their public closing
cises.

The excellent report of Dr. H. S. Bridges, Superintendent of the St.
City schools, is well worthy of careful perusal.

THE SCHOOL FOR THE BLIND.

As we have 32 New Brunswick children attending the School for the
l in Halifax, the report of its Board of Directors and of its accomplished
cipal will be read with special interest.

In November last I visited the school and had the opportunity of exam-
all its departments and noting the characteristic features of its man-
ent. I was more than pleased with what I observed. The teachers
earnest, enthusiastic and thorough, evidently expending their best
gies as a labor of love for the training of their pupils. The children
bright and intelligent and seemed very happy in their intercourse with
teachers, and in the comforts of their commodious and well-managed
.

The course of study includes most of the subjects taught in the public
ls and in addition manual training and such mechanical work as will in

most cases prepare the pupils to earn their own livelihood when they leave the institution. The intellectual quickness and manual dexterity of many of these blind students seemed to me scarcely less than marvelous. The music department, under the direction of Prof. H. B. Campbell and his assistants, has attained a degree of efficiency rarely equalled. A fine orchestra composed of pupils from six to sixteen years of age played their several instruments in almost perfect harmony, while an immense chorus class, comprising nearly the whole school, rendered some really difficult pieces with a verve and accuracy which would have done credit to professionals.

A very valuable addition to the equipment of the school is a circulating library of point print books for the use not only of the pupils in residence but of those who have left the school and are now located in various parts of the Provinces. The Post Office department allows these books to be forwarded free of postage through the mails. Many of these publications have been stereotyped and printed at the school on machines presented by Mr. H. M. Whitney.

The Directors are now engaged in the erection of a new building 131 x 71 ft and four stories high which will cost with its furnishings and equipment over $60,000. The new building will be used for school-rooms, recreation rooms, etc., leaving the present buildings to be used for residence purposes only. The Nova Scotia Legislature has contributed $20,000 towards the cost of the new building, and about $12,000 more up to the present time has been contributed by private subscription. The Principal, Dr. C. F. Fraser, accompanied by a number of his pupils will visit Fredericton, St John and other places in New Brunswick during the month of April, for the purpose of awakening renewed interest in the School for the Blind, and of soliciting aid towards the completion of the new building. I bespeak for him and his pupils a cordial and sympathetic reception.

SCHOOL FOR THE DEAF AND DUMB.

The deplorable circumstances which have led to the closing of the School for the Deaf and Dumb in the City of Fredericton need not be referred to here further than to point out the necessity which now exists for prompt action in making other provision for the education of the unfortunate class of our children deprived of the power of hearing and speech. We cannot be indifferent to their claims on our sympathy and benevolence, as well as to their right to a free education in common with the other children of the Province.

Two plans have been proposed to meet the exigency which has arisen. e first suggests the establishment of a school at Fredericton, or elsewhere the Province, under the direct control of the Education Department and gely maintained by Provincial and County Funds. The alternative plan to avail ourselves of the advantages of the Institution for the Deaf and mb at Halifax, with the Directors of which arrangements could be made the care and education of our deaf and dumb children similar to those ich have proved so satisfactory in the case of the blind.

The principal objections to the former plan are the considerable expense olved in providing and maintaining suitable buildings and grounds with necessary equipments; the difficulty and risk involved in providing, as n as required, for a competent staff of trained teachers, and for the licious and economical management of such an establishment under gov- ment control; and the almost certain result that the assumption of the nagement and expense of the institution by the government will tend to y up the springs of private benevolence which have hitherto been almost iversally the chief source of revenue to such institutions.

The latter plan enables us to make provision without delay, and without ious interruption, for the continued education of the children who were attendance at the Fredericton school up to June last, and of the other f mutes who are now ready to enter upon their course of training; it uld give us the advantage of sharing in the results of the experience in management of such schools acquired by the Directors of the Halifax stitution over a period of 45 years, and would place our children at once der the instruction of a staff of twelve trained teachers; it would ctically make us partners on more than equal terms in the benefits of a y valuable property and endowments. The annual income of the school m various sources for the year 1901 was over $20,000.

For the reasons above stated and because, in my opinion, such a school the province of New Brunswick alone would be able to maintain could t for many years to come furnish to our deaf mute children advantages to compared with those provided by the larger school, I confidently com- nd the latter plan.

Teachers' Institutes and Summer School of Science,

The Provincial Institute of New Brunswick meets biennially. The last meeting was held at Fredericton on the 26th of June and two following days. There was a very large attendance of teachers. The total number enrolled as members was 446. In the report given in Appendix E. the secretary gives a general outline of the proceedings. These were full of interest and marked by able and earnest discussions. It was the intention to publish the full proceedings for distribution among the teachers of the Province, but the secretary, Mr. Brittain, upon whom rested the responsibility of compiling and editing the work, having been called away from the Province, the publication was abandoned. In Appendix F. to this report I have given in full two important papers read before the Institute—the first written by Prof. John Davidson of the University of New Brunswick, on "Teachers Wages"; and the second by Inspector W. S. Carter, on "The Centralization of Rural Schools." As both these papers treat of matters of vital importance to the stability and progress of our schools, I commend their perusal to all interested in educational affairs.

The Summer School of Science is growing in interest and importance from year to year. The last meeting was held at St. Stephen from July 22nd to Aug. 8th and was attended by 259 teachers and others from the three Maritime Provinces and from Ontario, Quebec and the United States.

The next meeting of the summer school will be held at Chatham in July and August next.

Reports of the County Institutes will be found on pp. 168 to 173 of part III. of this Report.

Macdonald Manual Training Schools.

I hereto append the report of Edwin E. McCready, Director of the Macdonald Manual Training Schools in New Brunswick:

J. R. Inch, LL. D.,
Chief Superintendent of Education.

Sir,—In compliance with your request I beg to submit the following report on Manual Training in New Brunswick.

Since my last report was handed to you a decided advance has been made in the introduction of manual training in the schools of the Province.

Act which was passed at the last session of the Legislature aiding all ·icts establishing manual training in their schools has been of great as- nce.

The Board of School Trustees of the town of Saint Andrews establish- uring January last a department of manual training and engaged Miss es E. Lucas as teacher. Miss Lucas had for the year and a half previous ı teaching in Musquash where she introduced manual training and was ; successful in teaching it. Miss Sadie Inch has taken the place of Miss ıs at Musquash.

The Board of School Trustees of the town of Campbellton established ng January a department of manual training and engaged as teacher ı Ethel I. Mersereau, who was graduated recently from the training se at Truro, N. S.

The school trustees of the village of Mascarene, Charlotte County, have introduced manual training into their school. Miss Harriette Bolt, teacher, deserves much credit for arousing interest in the subject and aising a large part of the necessary funds.

The Boards of School Trustees of the towns of Saint Stephen Milltown have voted to establish departments of manual training in ıection with their schools and preparations are now being made to start work next September. Doubtless there will be other districts to take his work next term.

At Inches Ridge manual training, which was started more than two s ago, is now taught by Miss Bessie Kelly. The interest of pupils, par- and trustees seems to be as great there as ever. A new hardwood floor greatly improved the school room and there is now a prospect of slate kboards being added, so great interest is taken in school matters.

Manual training will be taught in the Central School to be built by Sir . Macdonald at Kingston; also in the group of schools in Carleton County ch are to be under the charge of Mr. Brittain.

At Fredericton during the past year the work has been carried on as tofore. All the student teachers at the Normal School have two hours week instruction in either woodwork and mechanical drawing or card- d construction and mechanical drawing. All the boys in the city schools ı grades six to nine, inclusive, have had the work as usual.

During the summer vacation a session was held for four weeks at lericton with forty (40) teachers in attendance; some of whom had iously had some instruction at the summer school held in Saint John previous summer; and at the Normal School. To those who had spent

time equivalent to three months in this study an examination was given, and to those who passed this satisfactorily certificates of qualification to teach manual training in rural schools were granted.

Three New Brunswick teachers have been graduated from the Truro training course, and three more are in attendance there this year.

On April 10, 1903 will expire the three years for which Sir Wm. Macdonald arranged to carry on the manual training work at Fredericton. During this time there have been 1,315 persons taking courses in manual training at Fredericton (and at summer school held in St. John).

Boys of Fredericton (some of whom have attended during the entire three years).....	298
Boys from Deaf and Dumb School.....	15
Boys at summer school (St. John).....	16
Teachers at summer courses.....	88
Teachers' class, Fredericton and vicinity.....	34
Student teachers at Normal School, Woodwork.....	661
Student teachers at Normal School, Cardboard.....	203
Total.....	1315

In our course of woodwork for the student teachers some models have been added which will be of value in teaching certain science problems.

Because of the educational and practical value of manual training it is important that it be continued in connection with the Provincial Normal School; further, that special three months' courses be arranged for rural school teachers to prepare them to teach this subject in their schools.

Respectfully submitted,

EDWIN E. MacCREADY.

As stated in the above report the three years during which Sir Wm. Macdonald has made provision for carrying on the Manual Training work at Fredericton will end in April. I am informed that the work will be continued at his expense until the close of the school year on June 30th. The experiment has been an unqualified success. The possibility of adding this work to the public school course without detriment to the studies which must always be regarded as the basis of a sound education has been demonstrated. The duty of continuing and developing the work now devolves upon School Boards and the Provincial authorities.

It is confidently anticipated that the School Boards of cities, towns and ' country districts will avail themselves of the liberal encouragement iis work provided by the Legislature in the Act passed on the 10th of , 1902; which is as follows:

Vhereas it is desirable to encourage manual training and instruction in the : schools of the Province;

therefore enacted by the Lieutenant Governor and Legislative Assembly, as follows:—

. "The Lieutenant Governor in Council is hereby authorized to make the ·ing grants from the provincial revenues to aid in the establishment and main-ce of manual training and instruction:

"(a) To any Board of School Trustees, whether in a city, town or rural listrict, which shall provide suitable accommodation in connection with the chool or schools under its jurisdiction, for instruction in manual training, there hall be granted a sum not less than one-half of the total amount expended for he necessary benches, tools, material and other equipment required.

"(b) To any licensed teacher who shall obtain from any Manual Training School approved by the Board of Education a certificate of fitness to teach the system, aud who shall, in addition to the other regular work of the school under iis charge, give instruction in manual training in accordance with the regulations o be made by the Board of Education, there shall be granted, in addition to he provincial grant provided for by the said Act, the sum of fifty dollars per innum.

"(c) To any certified teacher who may be employed in cities, towns or other populous districts, to give instruction in manual training to the pupils of he several schools, and who gives his full time to such instruction, under the direction of tha Local School Board, and in accordance with the regulations of he Board of Education, there shall be granted the sum of two hnndred dollars per annum.

"(d) The provisions of Section 6 of the Schools Act, 1900, in reference o the travelling expenses of student teachers attending the Provincial Normal School, shall apply to New Brunswick teachers who shall take the course of any nanual training school approved by the Board of Education, and who shall afterwards actually teach the system in any New Brunswick School."

The term "Manual Training" as used in the Act above quoted is, in my on, sufficiently comprehensive to include Domestic Science or Home iomics. If there be any doubt as to the correctness of this view, I d suggest that the Act be amended by placing the words "and Domestic ice" after the words "Manual Training." It is fitting that the girls in

our public schools should have some instruction and training in the speci duties which will devolve upon them as home makers; and that the sam encouragement and assistance shall be offered to School Boards to provid for instruction in Domestic Science for the girls, as is offered by the Act fo instruction in Manual Training for the boys. The two branches can b carried on simultaneously.

TEACHERS OF MANUAL TRAINING AND DOMESTIC SCIENCE.

The preparation and training of teachers of these subjects in our schoo is a matter of importance. How are we to find a supply of properly quali fied teachers? If the system is to be introduced into the rural as well as th city schools, it would appear desirable that a shorter and less expensiv course of instruction should be provided for the former, whose duties woul require only three or four hours per week devoted to these special subjects while in the towns and cities there would be required thoroughly trained an expert teachers who would give their whole time to the work in centra schools to which would come at stated hours all the children of certai grades in attendance at the other public schools.

For the training of these expert teachers we will have to depend for th present at least upon schools outside of the limits of our own province Fortunately two such schools will be available in sister provinces; th Macdonald Manual Training School at Truro, N. S., which offers a si month's course for teachers, and the magnificent Macdonald Institute i connection with the Agricultural College at Guelph, Ontario. Two nobl buildings are now in process of erection at Guelph at a cost to Sir William Macdonald of $170,000. One of these is a residence for the women whil in attendance at the Institute, and the other is devoted to the work of in struction in manual training, domestic science and nature study, with com modious class rooms, laboratories, green-houses, library, reading-room, an every appliance for carrying on the work in its various branches. Course covering from one to three years will be provided under expert teachers the best that can be found in Great Britain and America. The advantage offered at this Institute will be free to a limited number of teachers from New Brunswick, and I have no doubt that many will avail themselves of th opportunity of thus fitting themselves for taking charge of the central manual training schools in our towns and cities.

For preparing teachers of these subjects in rural schools I think i better to make provision at our own Provincial Normal School. With thi

object in view I recommend that instruction in wood-work, card-board work, etc., similar to that which has been provided for by the Macdonald fund for the last three years shall be continued at the Normal School for the benefit of the student teachers undergoing training there, and that in addition special courses of three months' duration shall be provided for licensed teachers to enable them to qualify for such work as is now carried on successfully in several country districts. This work will require the services of two instructors.

There will be required, further, the appointment of a Director of Manual Training for the province whose duties shall be:

(a) To supervise all manual training work in the public schools, for which purpose he shall visit at least twice each year every department of manual training, and report thereon annually to the Chief Superintendent.

(b) To confer with Boards of School Trustees in regard to the establishing of manual training in their respective schools, and to render such advice and assistance as may be needed.

(c) To give instruction at the Normal School to teachers attending the special courses in the theory of manual training, the management of classes, the arrangement of rooms, etc.

(d) To examine the work and the qualifications of the teachers who shall have completed the special course of training at the Normal School, and to recommend to the Board of Education for certificates those whom he shall find properly prepared for giving instruction in manual training in the rural schools.

The Macdonald Consolidated School at Kingston, Kings County.

In my last Annual Report I gave an outline of the plans proposed by Prof. J. W. Robertson for the improvement of education at rural schools and the establishing and maintenance for three years, at the expense of the Macdonald fund, of a model consolidated school in some country district. I have now to report progress in the carrying out of these plans.

After visiting several localities in the province and consulting local School Boards, Prof. Robertson finally selected Kingston, the old county town of Kings County, as the site of the proposed consolidated school.

Six school districts will be united as the constituency of the new school. The work of erecting the building will be commenced in the course of a few weeks and, it is hoped, will be completed in time for the opening of the schools in September next. The building will contain six class rooms, a

laboratory, a room for mechanic science and a room for domestic science. A spacious school garden will be attached.

Comfortable covered vans for the conveyance of the children will be provided. These vans will carry from 15 to 25 children each, and will be placed in charge of responsible drivers who shall enter into bonds for the faithful discharge of their duties. The vans will arrive at the school 15 minutes before the hour of opening and will be promptly on hand at the closing hour for the conveyance of the children to their homes in the afternoon.

Under the provisions of section 57(2), one half the actual expense incurred for the conveyance of the children to and from school will be chargeable to the provincial revenues, the regularly licensed teachers who may be employed will receive the usual grants, the school will share in the County Fund grants. A sum not exceeding in the aggregate the amounts levied annually upon the several districts during recent years will be levied upon the united district; all other expenses, including the cost, furnishing and equipment of the building, will be provided by Sir William Macdonald.

Groups of Schools with Travelling Instructor.

Another of Professor Robertson's plans is the grouping of a number of contiguous schools and placing each group under the charge of a travelling instructor. A model school garden will be provided for each school of the group. It will be the duty of the travelling instructor not only to supervise the teaching of nature lessons and the care and management of the school gardens in connection with these schools, but also so to correlate the several subjects taught as to prevent any neglect of the other studies of the course.

The first group of schools selected for this interesting experiment will be located in Carleton County and will include districts on the St. John river from Hartland or Florenceville extending up the river as far as may be found practicable.

As mentioned elsewhere, Mr. John Brittain, so well and favorably known throughout the province as the enthusiastic and successful teacher of natural science in the Normal School for many years, will have the organization and supervision of this group of schools, and will devote his full time and energies to make the experiment successful.

D. W. Hamilton, B. A., a graduate of the University of New Brunswick, who has already proved his ability as a teacher in the public schools, will have the principalship of the consolidated school at Kingston.

Both the above named gentlemen, under the direction of Professor Robertson, have been making special preparation for the important duties they are soon to undertake. They have completed courses at the University of Chicago and at Cornell University and are now finishing their course at the Teachers' College of the University of Columbia in New York.

The country is certainly under a great debt of gratitude to Sir William Macdonald for the large expenditure already made in connection with the manual training schools throughout Canada during the last three years, and for the immense expenditure to be incurred for at least three years more in connection with the several educational enterprises he has initiated.

To Professor J. W. Robertson the country is scarcely less indebted for the energy, zeal and practical wisdom he has brought to bear on the difficult problems which have confronted him in administering the trust committed to him. With Professor Robertson it has been a labor of love, for no educational interest appeals to him in vain.

The duty of effecting such legislation as may be found necessary to encourage and legalize, as part of the public school system, the various educational movements outlined above will devolve upon the government and legislature during the approaching session.

Amendments to the School Law Suggested.

In my annual report for 1899 I strongly recommended the increase of the County Fund from 30 cents per head to 40 or 50 cents. As anticipated the proposal met with determined opposition even from those whose best interests would have been served by the change. Nevertheless I am convinced that the increase of the fund is eminently reasonable, and almost essential to the continuance of schools in some of the poorer districts.

There are more than 1000 districts in the province with a taxable valuation of less than $20000 each; over 500 having a taxable valuation of less than $10000. each; nearly 200 having a taxable valuation of less than $5000 each.

To maintain a poor school for a part of each year in the poorest districts even with the help of the provincial and county poor aid, requires an assessment of from $1.50 to $2.00 on each $100 of valuation. In the wealthier districts the assessment is from 20 cents to 60 cents (rarely higher) on $100 of valuation, to maintain for the whole year graded schools of the higher class.

An increase of the county fund will tend to relieve the poorer districts; the districts with average valuation will receive from the fund as much as they contribute to it, and if their county tax be higher their district tax will be proportionately lower. To the wealthy districts the increase will be scarcely perceptible, and it is quite in harmony with the spirit of the school law that the rich shall contribute of their abundance to the educational necessities of their poorer fellow-citizens.

There is another aspect of the case that I beg to present. The amount of the county school fund remains practically the same as when the law came into force in 1872. As the number of schools has increased from year to year, while the amount to be distributed remains the same, each recurring distribution shows a diminution of the sum granted to each school. The grants from this fund since 1892 to the school for the Deaf and Dumb and to the school for the Blind lessens still further the sums allotted to the public schools. The average allowance to each of the schools in the province is nearly 25 per cent. less than in 1875. In some of the counties the loss is very much greater.

If the county fund were raised to 40cents per head of the population it would place the schools about in the same position in relation to this source of income as they were 30 years ago.

Parish Instead of District School Boards.

After a trial of nearly 30 years of our present system of school districts it must be admitted by those best acquainted with the facts that the results in a majority of the country districts have been very unsatisfactory.

In 1876 the province was divided into 1126 school districts. Since the first division the number of districts has increased to 1662. More than one third of these are poor districts, some of them having a taxable valuation of less than $5000 and a very small enrolment of pupils. It is impossible under these conditions to maintain efficient schools.

It ought not to excite surprise to be told that in many of these districts it is impossible to find men capable of discharging properly the duties of school trustees. Some who are elected to this responsible office are unable to write their own names in attesting to the alleged correctness of the school returns. It occurs, occasionally, that the man appointed as school secretary, upon whom devolves the responsibility of attending to the financial affairs of the district, is obliged to make his mark instead of writing his name in

ng school contracts and returns. Under such control what hope is there he maintenance of a school worthy of the name?

Further, in these small and isolated communities the educational and r higher interests of the people are often sacrificed to the local jealousies petty disputes which divide the ratepayers into cliques and factions ending with each other or with the teacher about some trivial matter to utter demoralization of the school, or to its closing for an indefinite od. It is difficult to remedy these evils, for under the law each district free and independent republic electing its own school board.

The school board, when elected, has large powers. If disposed to ect their duties or to act in an arbitrary or obstructive way, school tees may block for a considerable time all educational progress in the ict.

The present system tends to perpetuate and increase the evil complained Parents who live at the extreme ends of districts see no reason why children should be obliged to travel farther to school than the children eir neighbours have to travel, and they forthwith begin an agitation for division of the district. When disputes arise as to the location of a new ol house, the opposing parties will often clamor for the division of the ict and the opening of two schools where one would amply accommodate e children within a radius of two miles. For reasons like these, and rs more ingenious and plausible, persistent pressure for the multipli- n of districts is brought to bear upon the Board of Education which it is etimes difficult to resist.

Any proposal for the consolidation of two or more of these weak districts et by most strenuous opposition. The proposed conveyance of children central school, however advantageous to the interests of all concerned plan might prove to be, will never be brought about so long as the ent district system obtains. While the narrow local ideas fostered by district system are allowed to prevail, the weak rural school will be in ittently maintained, poorly housed, imperfectly organized, scantil pped and taught by the cheapest teacher that it is possible to obtain.

After a careful study of existing conditions in the country school reached the conclusion that a radical change in the school law is le.

I recommend, therefore, that the plan of small school districts be ab d, and that each parish shall constitute a single district under the cont parish school Board consisting of not less than seven persons appoint art by the Governor in Council and in part by the County Municipali

The duties and powers of the Parish School Boards would be similar to those of the city and town school Boards in so far as the conditions and requirements of the parish district would be analogous to those of the town district. Provision would have to be made for estimating the amount of money required annually for school purposes, and for levying and assessing the same upon the parish, for determining the number and locality of the schools to be maintained and the class of teachers to be employed in each and generally for discharging the duties and exercising the powers in relation to the schools and the school property of the parish now vested in the trustees of the districts in relation to the schools and property of the district.

Each school Board should have the assistance of a paid secretary who would act as their executive officer, and have general supervision of all the educational interests of the parish under their direction. Much of the success of the work would depend upon the intelligence, the energy and educational zeal of this officer, who should, if possible, be selected from among those in the parish best acquainted with schools and school requirements.

The adjustment of the general provisions of the schools act to the changes suggested would not be difficult. The essential principles of the law would remain unchanged. If the Government and Legislature accept the general plan outlined, the details as to local supervision and other incidental matters could be easily worked out.

Some of the advantages I anticipate as likely to result from the proposed change are:

(a) A more intelligent and effective administration of the law because of the character and ability of the trustees;

(b) Better salaries paid to good teachers, and a more permanent tenure of office;

(c) The consolidation of weak schools and the conveyance of children to central graded schools wherever the conditions will permit, thus affording to a large number of country children educational advantages equal to those enjoyed by children in the towns;

(d) Better, more economic and more permanent school privileges for isolated sections now too poor to maintain schools except for a few months in the year;

(e) The more equal distribution of the burden of school support throughout the parish;

(f) The lessening of the dissensions and factious disturbances in the management of school affairs and in the conducting of school meetings. The bitterness and intensity of these disturbances are often in inverse ratio to the numbers and intelligence of the school community in which they occur,

The management of public schools by parish school Boards is nothing new. Until the enactment of the Common Schools Law of 1871, the schools were under the control of trustees elected by the parish or appointed by the sessions The late Dr. Theodore Rand, who had a larger part than any other man in the organization and first administration of the schools under the Act of 1871, advises in his Annual Report of 1876 "the gradual abolition of district lines within the several parishes."

The township (or parish) system prevails in nearly all the New England states and has been found eminently satisfactory.

It may be that the changes above advocated involve too important a departure from the long established system to justify the legislature in enacting a law on the subject during the coming session. It is probably expedient to give the country sufficient time to weigh carefully the issues likely to arise if the changes should be made. In the meantime I commend the matter to the thoughtful consideration of all interested in the educational welfare of the country.

All of which is respectfully submitted.

I have the honor to be

Your Honor's most obedient servant,

JAMES R. INCH,

Chief Superintendent of Education.

PART II.

STATISTICAL TABLES.

COUNTIES	Second Term Closed 31st December, 1901.			First Term Closed 30th June, 1902.					Year Ended 30th June, 1902.		
	Schools.	Teachers and Assistants.	Pupils in Attendence at Schools.	Schools.	Teachers and Assistants.	Pupils in Attendance at Schools.	New pupils in attendance this term, at Schools in operation both Terms.	New pupils in attendance this term, at Schools not in operation the previous Term.	No. of Districts having Schools in operation in the June Term, that were without Schools in Dec. Term	No of Dis. having Schools in operation in the Dec. term, that were without Schools in the June term.	Total No. of different Pupils in attendance at Schools within the year.
Albert	72	72	2,155	63	67	2,098	275	83	4	10	2,513
Carleton	149	155	4,039	147	153	4,423	652	355	14	15	5,056
Charlotte	134	137	3,924	136	144	4,429	352	205	11	9	4,402
Gloucester	109	111	4,267	107	109	4,208	537	59	6	5	4,894
Kent	120	121	3,805	114	116	3,967	508	174	6	10	4,515
Kings	154	160	3,966	152	157	4,265	580	264	15	15	4,843
Madawaska	57	57	2,048	59	60	2,262	294	168	5	4	2,530
Northumberland	149	158	5,094	143	154	5,253	534	53	3	9	5,695
Queens	100	102	2,184	91	92	2,287	332	145	7	14	2,681
Restigouche	48	51	1,815	45	48	1,734	184	73	2	4	2,077
Saint John	208	228	8,950	208	235	8,618	436	53	4	3	9,441
Sunbury	39	39	935	40	40	1,036	124	80	4	3	1,154
Victoria	59	59	1,476	59	59	1,707	308	184	7	6	1,976
Westmorland	208	218	8,181	197	206	8,200	881	92	4	13	9,181
York	189	201	5,736	175	185	5,900	691	174	15	10	6,633
New Brunswick	1,795	1,869	58,575	1,736	1,825	60,477	6,688	2,162	107	139	67,681
Cor. Terms, 1900-1901	1,812	1,893	57,629	1,741	1,841	60,420	7,419	1,641	138	76	66,760
Increase			946			57		521		60	921
Decrease	17	24		5	16		731		31		

TABLE II. PUBLIC SCHOOLS: For the Year Ended 30th June, 1902.

Part Two.—The Second Term closed 30th June, 1902.

COUNTIES.	No. of pupils at School this Term.	Proportion of the population at School this Term (Census of 1901.)	AGE AND SEX OF PUPILS. Number under 6 years of age.	Number between the ages of 6 and 15 years.	Number over 15 years of age	Boys	Girls.	Grand total days' attendance made by the Pupils enrolled.	Number daily present on an average during the time the Schools were in Session.	Number daily present on an average for the full Term.	Number daily present on an average during the time in Session per hundred enrolled.	Number daily present on an average for full Term per hundred enrolled
Albert	2,098	1 in 5.20	55	1,886	157	1,080	1,018	154,123½	1,367	1,262	65.15	60.15
Carleton	4,423	1 in 4 88	145	3,900	378	2,268	2,155	311,970¼	2,678	2,458	60.54	55.57
Charlotte	4,420	1 in 5.06	77	3,967	385	2,303	2 126	330,927¾	2,942	2,592	66 42	58.52
Gloucester	4,208	1 in 6.50	76	4,056	166	2,237	2,061	292,562½	2,510	2 403	58.39	55.90
Kent	3,967	1 in 6.03	167	3 677	123	2,074	1,893	273,581¼	2,368	2,220	59.69	55.96
Kings	4,285	1 in 5.07	88	3,839	338	2,161	2,104	300,378¾	2,573	2,389	60 32	56 01
Madawaska	2 262	1 in 5.44	216	1,995	51	1,104	1,158	163,917¼	1,402	1,321	61.98	58.40
Northumberland	5,253	1 in 5.43	89	4,915	249	2,706	2,547	385,015½	3,363	3,095	64.02	58.91
Queens	2,287	1 in 4 88	72	2,025	190	1,141	1,146	143,340½	1,316	1,164	57.54	50.89
Restigouche	1,734	1 in 6.10	32	1,600	102	889	845	123,224¼	1,068	986	61.59	56 86
Saint John	8,618	1 in 6.00	48	8,172	398	4 246	4,372	773,501	6,613	6,396	76 73	74.21
Sunbury	1,036	1 in 5.52	32	927	77	534	502	66,993¼	609	564	58.78	54.44
Victoria	1,707	1 in 5.16	65	1,528	114	896	811	99,205	942	782	55.18	45.81
Westmorland	8,200	1 in 5.12	199	7,561	440	4 125	4,075	615,312	5,324	5,105	64.92	62.25
York	5,900	1 in 5.35	161	5,302	437	3,003	2,897	326,744	3,661	3,321	62.05	56.28
New Brunswick	60 477	1 in 5.47	1,522	55,350	3,605	30,767	29,710	4,360,797¼	38,736	36,058	64.05	59.62
Cor. Term, 1901	60,420	1 in 5.48				30,870	29,550	4,288,235½	37,717	35,251	62.42	58,34
Increase	57	1 in 5809					160	72,562	1,019	807	1.63	1.28
Decrease						103						

PART ONE.—The First Term closed 31st December, 1901.

NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

COUNTIES.	Physical Exercises 35	Oral Lessons on Morals, etc. 36	[Optional] 37 Sewing.	[Optional] 37 Knitting	Reading—Spelling—Recitation, Etc. 38 Grade. I	II	III	IV	V	VI	VII	VIII	Grammar and Analysis and Composition, 39 Grade. III*	IV*	V	VI	VII	VIII	History, 40 Grade. IV*	V	VI	VII	VIII
Albert	1660	2007	...	...	465	352	316	363	294	96	56	84	294	372	266	75	51	73	252	287	91	56	83
Carleton	3487	3680	41	.	847	562	713	711	686	183	100	144	644	685	681	180	100	144	536	677	180	99	143
Charlotte	3561	3782	3	3	659	552	654	678	681	213	132	150	627	668	680	220	132	150	484	685	214	132	150
Gloucester	3842	4061	15	5	1504	882	657	590	271	99	62	71	643	590	261	99	62	71	508	267	99	62	44
Kent	3099	3630	29	23	1543	710	621	461	259	44	63	62	594	449	244	37	63	59	359	236	37	62	61
Kings	3309	3763	18	...	816	597	751	766	646	148	89	61	742	764	635	144	88	52	670	628	121	68	41
Madawaska	1999	1902	...	...	899	450	323	220	78	24	24	27	283	197	65	22	24	27	184	61	27	24	27
Northumberland	4405	4754	...	10	1308	824	987	750	553	246	168	141	977	736	552	246	168	141	546	553	220	168	141
Queens	1761	2104	.	...	474	374	428	432	355	52	22	11	416	424	338	48	22	11	385	338	55	22	11
Restigouche	1376	1652	...	...	473	317	304	274	217	96	54	34	301	274	217	96	54	34	225	217	96	54	34
Saint John	8264	8392	82	125	1791	1249	1363	1220	1116	709	569	394	1348	1220	1115	709	569	394	1148	1114	709	569	394
Sunbury	755	871	7	...	265	144	170	160	117	14	17	7	163	159	116	14	17	7	159	119	14	17	7
Victoria	1105	1224	3	7	410	243	282	212	171	29	28	17	256	212	168	24	28	17	186	162	24	28	17
Westmorland	6535	7315	16	20	2185	1181	1321	1185	1040	363	328	274	1178	1112	1021	369	316	274	785	893	355	324	275
York	4628	5172	...	...	1375	799	932	980	886	219	161	179	829	942	866	217	161	173	655	840	184	161	173
New Brunswick	49396	54309	214	193	15000	9236	9822	9002	7370	2532	1873	1650	9295	8804	7225	2500	1855	1627	7082	7077	2426	1846	1601
Cor. Terms, 1900	48457	53079	161	149	14936	9470	9665	8868	7008	2433	1848	1654	8993	8638	6904	2317	1850	1663	7037	6859	2369	1855	1648
Increase	939	1230	53	44	104	...	157	134	362	99	25	2	302	166	321	183	5	...	45	218	57	...	...
Decrease	...	...	...	...	...	234	...	...	...	...	...	...	...	...	...	...	...	36	...	...	...	9	47

TABLE III. PART ONE.— Continued.

COUNTIES.	Form, Color and Industrial Drawing. 41 — Grade.								Print-Script and Writing. 43 — Grade.								Singing ["Theory" Optional] 43 — Grade.															
																	By Rote.			Rote.	Note.	Rote.	Note.	Rote.	Note.	Rote.	Note.	Rote.	Note.		
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV		V		VI		VII		VIII			
Albert	446	344	300	378	292	95	56	83	459	341	316	360	293	98	56	83	224	175	192	180	.	104	..	89		16		13	.		
Carleton	800	560	706	690	654	179	97	157	820	662	713	711	684	182	104	142	300	240	204	203	.	300	.	113	...	32		36	.		
Charlotte	639	522	654	671	679	213	132	150	655	554	654	678	681	213	132	150	302	384	373	368	.	428	.	103		50	.	84	.		
Gloucester	1602	882	657	600	271	99	62	71	1565	804	657	590	271	99	62	71	1063	714	491	354	23	114	25	39	36	22	14	52	.		
Kent	1408	880	588	400	233	87	63	62	1545	708	625	459	249	87	63	66	676	957	278	221	.	111		11		27	.	2	.		
Kings	814	600	742	741	620	148	88	61	818	599	700	750	641	147	88	61	399	335	340	328		280		40		32	....	9	..		
Madawaska	775	417	306	218	66	22	24	27	864	440	332	216	65	22	24	27	507	260	172	117	2	28	.	12	.	18	.	6	..		
Northumberland	1298	821	674	744	515	246	108	141	1307	825	687	750	522	246	168	141	739	498	482	480	.	329	.	114	..	38	..	16	..		
Queens	465	371	419	437	339	46	22	11	473	374	429	444	357	47	24	11	121	98	124	120	.	91	.	10	....	..	..	2	..		
Restigouche	408	310	307	273	197	74	54	34	408	315	302	279	217	98	54	34	207	198	171	164	7	110	2	58	41	41	..	22	..		
Saint John	1731	1240	1373	1220	1116	700	569	394	1730	1249	1363	1220	1116	700	569	394	1640	1141	1252	1112	...	1021	.	692	..	529	..	344	.		
Sunbury	284	144	170	157	116	14	17	7	265	144	170	160	117	14	17	7	94	67	80	70		58			.	3	.	..	...		
Victoria	365	207	267	194	100	24	28	17	416	243	282	212	171	24	28	17	135	93	98	101	3	83	8	19		9	.	....	..		
Westmorland	2039	1102	1270	1185	966	348	324	271	2188	1193	1317	1183	1030	353	328	275	1180	708	810	681	...	449	15	257	. .	229		97			
York	1359	795	924	954	807	221	150	167	1372	805	932	977	886	219	161	172	770	488	507	538	.	490		177		56	.	76	.		
New Brunswick,	11571	9051	9072	8008	7124	2188	1809	1633	14974	9223	9825	9001	7330	2504	1877	1651	8578	5749	5874	5065	35	8996	45	1744	71	1007	14	726	...		
Cor. Term, 1900	11438	9277	9073	8757	6958	2305	1848	1625	14862	9461	9543	8856	6900	2415	1857	1662	8577	5840	5715	5097	53	8758	64	1614	18	1121	18	761		23	
Increase	133		99	151	266	73	25	8	112	.	282	145	376	89	20	...	..	..	159	18	....	238	..	..	53	..	..	..	..		
Decrease	.	226		.	.	..	.	. .	..	238		.	.	....	..	11	4	109	....	...	18	...	19	70	....	24	4	35		23	

TABLE III. PUBLIC SCHOOLS: For the Year Ended 30th June, 1902.

Part One.—The First Term closed 31st December, 1901.

NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

COUNTIES.	Physical Exercises 35	Oral Lessons on Morals, etc. 36	[Optional] 37 Sewing.	[Optional] 37 Knitting	Reading—Spelling—Recitation, Etc. 38 — Grade. I	II	III	IV	V	VI	VII	VIII	Grammar and Analysis and Composition, 39 — Grade. III*	IV*	V	VI	VII	VIII	History, 40 — Grade. IV*	V	VI	VII	VIII
Albert	1660	2007	...	..	465	352	316	363	294	96	56	84	294	372	266	75	61	73	252	287	91	56	83
Carleton	3187	3680	41	..	837	562	713	711	686	183	100	144	644	685	681	180	100	144	536	677	180	99	143
Charlotte	3561	3782	3	3	659	552	654	678	681	213	132	150	627	668	680	220	132	150	484	685	214	132	150
Gloucester	3842	4061	15	5	1594	882	657	590	271	99	62	71	643	590	261	99	62	71	508	267	99	62	44
Kent	3609	3680	29	23	1553	710	621	461	259	41	63	62	594	449	244	37	63	59	359	236	37	62	61
Kings	3309	3763	18	...	816	507	751	766	646	148	89	6	742	764	635	144	88	52	670	628	121	68	41
Madawaska	1609	1902	.	.	899	450	323	220	78	24	24	27	283	197	65	22	24	27	184	61	27	24	27
Northumberland	4405	4754	...	10	1308	824	987	750	553	246	168	141	977	736	552	246	168	141	546	553	220	168	141
Queens	1761	2104	.	..	474	374	428	432	355	52	22	11	416	424	338	48	22	11	385	338	55	22	11
Restigouche	1376	1652	..	...	473	317	304	274	217	96	54	34	301	274	217	96	54	34	225	217	96	54	34
Saint John	8261	8392	82	125	1791	1248	1363	1220	1116	709	569	394	1348	1220	1115	709	569	394	1148	1114	709	569	394
Sunbury	755	871	7	...	265	144	170	160	117	14	17	7	163	159	116	14	17	7	159	119	14	17	7
Victoria	1105	1224	3	7	416	243	282	212	171	29	28	17	256	212	168	24	28	17	186	162	24	28	17
Westmorland	6535	7315	16	20	2185	1181	1321	1185	1040	363	328	274	1178	1112	1021	360	316	274	785	803	355	324	275
York	4628	5172	.	...	1535	799	932	980	886	219	161	179	829	942	866	217	161	173	655	840	184	161	173
New Brunswick	49396	54309	274	193	15090	9236	9822	9002	7370	2532	1873	1656	9295	8804	7225	2500	1855	1627	7082	7077	2426	1846	1601
Cor. Terms, 1900	48457	53079	161	149	14986	9470	9665	8868	7008	2433	1848	1654	8993	8638	6904	2317	1850	1693	7037	6859	2369	1855	1648
Increase	939	1230	53	44	104	...	157	134	362	99	25	2	302	166	321	183	5	...	45	218	57	...	...
Decrease	...	...	...	...	...	234	...	...	...	...	...	...	...	...	...	...	...	30	...	...	...	9	47

TABLE III. PART ONE.—Continued.

COUNTIES.	Form, Color and Industrial Drawing. 41 — Grade.								Print-Script and Writing. 42 — Grade.								Singing ["Theory" Optional] 43 — Grade.															
																	By Note.			Note.		Note.		Note.		Note.		Note.		Note.		Note.
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV		V		VI		VII		VIII	
Albert	146	341	306	378	292	95	50	83	459	341	816	366	228	96	56	85	224	175	192	190		104	..	39		16	..	13	
Carleton	800	630	706	600	651	179	97	147	820	582	718	711	684	182	104	142	300	240	204	263		300		113		32	...	36	..
Charlotte	639	521	654	471	679	213	132	150	655	584	654	678	181	218	132	150	302	384	573	386		428		163		50	...	34	
Gloucester	1792	882	657	500	271	98	62	71	1175	804	657	500	271	98	62	71	1063	714	491	354	23	114	25	39	30	22	14	52	
Kent	1168	680	598	469	233	87	63	62	1045	718	621	459	249	87	63	66	676	357	278	221		111		11		27	...	2	..
Kings	813	600	742	741	620	148	88	61	816	596	756	750	641	147	88	61	399	335	349	328		288		40		22	...	9	..
Madawaska	775	417	376	218	66	22	24	27	864	440	362	216	65	22	24	27	507	209	172	117	2	28		12	..	15	...	6	
Northumberland	1296	824	874	744	548	246	68	141	1307	825	887	750	552	246	168	141	700	493	682	480		329		114		36	...	16	..
Queens	465	571	419	437	339	46	22	11	474	571	429	434	357	47	23	11	121	98	124	120	..	91		10			...	2	
Restigouche	468	310	307	271	107	74	54	34	463	315	302	279	217	96	54	34	267	189	171	164	7	110	2	58	41	41	...	22	
Saint John	1781	1240	1313	1250	1116	700	569	394	1799	1249	1363	1220	1118	700	569	394	1040	1141	1252	1112	.	1021		692	..	529	...	344	
Sunbury	264	144	170	157	116	13	17	7	265	144	170	160	117	14	17	7	94	67	80	70	.	58				8	...		
Victoria	365	297	267	194	160	24	28	17	416	243	282	212	171	24	28	17	136	93	98	101	3	83	3	19		9			
Westmorland	2039	1062	1270	1183	986	348	324	271	2088	1293	1317	1193	1000	353	328	275	1180	706	841	811	.	449	15	257		229	.	97	
York	1359	795	924	954	847	211	149	167	1472	893	932	977	886	219	164	172	770	488	507	538		490		177		56	.	76	
New Brunswick	11571	9051	9572	8008	7124	2108	1903	1693	11974	9223	9825	9001	7330	2504	1877	1651	8573	5749	5874	5055	35	2998	45	1744	71	1097	14	726	..
Cor. Term, 1900	14438	9277	9574	8757	6958	2495	1848	1625	11862	9481	9543	8658	6960	2415	1657	1602	8577	5849	5715	5097	53	3758	64	1814	18	1121	18	761	23
Increase	133		99	151	266	73	25	8	112		282	145	376	80	29	..			159	18		288			53				
Decrease		226								238						11	4	100	...	...	18		19	70	..	24	4	35	23

TABLE III. Part One—Continued.

COUNTIES.	Number—Arithmetic. 44								Algebra. 46		Geography. 47					
	Grade.								Grade.		Grade.					
	I	II	III	IV	V	VI	VII	VIII	VII	VIII	III	IV	V	VI	VII	VIII
Albert	459	343	315	370	288	96	56	84	47	65	319	366	293	96	56	84
Carleton	828	560	720	716	668	182	104	142	99	143	716	695	675	172	97	137
Charlotte	658	558	645	656	685	216	132	150	221	132	659	675	685	216	132	150
Gloucester	1594	882	657	590	271	99	62	71	40	44	609	582	268	99	62	71
Kent	1531	721	628	461	248	37	63	62	17	62	611	447	245	37	63	66
Kings	802	602	767	765	627	144	89	52	139	81	771	761	637	149	94	52
Madawaska	879	436	331	211	71	22	24	27	15	19	344	226	67	22	24	27
Northumberland	1302	820	985	750	552	246	168	141	106	134	987	750	553	241	168	141
Queens	472	381	425	434	340	52	23	11	84	15	429	421	354	47	22	11
Restigouche	473	315	302	275	217	96	54	34	49	43	296	274	217	96	54	34
St. John	1791	1249	1363	1220	1116	709	569	394	132	342	1373	1220	1116	709	569	394
Sunbury	264	144	170	163	115	14	17	7	43	7	176	157	119	14	17	7
Victoria	388	231	272	212	169	24	28	17	12	17	275	211	164	24	28	17
Westmorland	2179	1186	1328	1176	1035	356	328	275	110	267	1341	1231	1030	338	328	275
York	1366	810	933	981	874	219	162	179	108	163	922	966	874	218	161	179
New Brunswick	14,986	9238	9844	8980	7285	2512	1879	1646	1222	1534	9888	8982	7297	2478	1875	1645
Cor. Term, 1900	14,913	9487	9628	8877	6958	2398	1859	1639	1511	1656	9684	8785	6957	2420	1846	1644
Increase	73		216	103	327	114	20	7			204	197	340	52	29	1
Decrease		249							289	122						

TABLE III. PART ONE.—*Continued.*

COUNTIES.	Hygiene and Temperance (Health Readers). 48								Nature Lessons and Agriculture. Minerals—Plant Life—Animal Life. 49								Latin. (Optional.) 50		French. (Optional.) 51
	Grade.								Grade.								Grade		Grades.
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	VII	VIII	I to VIII
Albert	414	325	306	364	298	96	56	84	389	313	297	348	283	90	46	78		13	3
Carleton	570	497	649	696	675	178	100	144	589	465	628	655	683	166	78	102	77	96	
Charlotte	587	499	646	677	685	216	132	150	590	518	566	674	668	198	115	150	8	79	
Gloucester	1402	805	638	591	270	99	62	44	1377	793	621	583	269	99	62	71	1	6	1487
Kent	1324	639	577	434	228	37	63	66	1334	652	590	436	236	37	62	66	14	25	1130
Kings	760	575	747	764	638	142	81	49	750	552	704	714	623	140	78	61	31	31	21
Madawaska	709	390	303	186	63	22	24	24	660	345	282	174	54	22	24	27		4	1665
Northumberland	1202	769	976	747	553	246	168	141	1225	775	955	746	532	209	160	139	13	76	256
Queens	385	328	371	432	337	46	20	11	390	347	373	420	321	43	22	11	6	5	
Restigouche	400	293	300	274	217	96	54	29	377	209	281	253	206	96	54	34	32	22	140
Saint John	1763	1239	1367	1220	1116	709	569	394	1683	1235	1321	1201	1113	709	569	394	414	322	
Sunbury	218	133	160	163	115	14	17	7	214	135	151	156	111	12	17	7			
Victoria	330	200	262	206	166	24	28	17	294	197	246	183	150	15	19	17	6		
Westmorland	1747	1038	1316	1132	1000	332	327	274	1809	1043	1204	1123	960	314	325	275	142	156	483
York	1053	685	888	948	937	218	161	172	1216	721	837	907	824	167	161	172	111	84	
New Brunswick	12864	8424	9506	8834	7308	2475	1862	1606	12897	8300	9056	8573	7033	2317	1792	1604	855	919	5185
Cor. Term, 1900	12592	8563	9268	8649	6945	2429	1809	1585	12516	8337	8961	8431	6634	2302	1726	1550	852	882	3897
Increase	272		238	185	363	46	53	21	381	23	95	142	399	15	66	54	3	37	1288
Decrease		139																	

TABLE III.—Superior, Grammar and other Schools Having Pupils in Advance of Grade VIII.

PART I. Continued.

COUNTIES	Language, 52: English. IX	X	XI	XII	Latin IX	X	XI	XII	Greek IX	X	XI	XII	French IX	X	XI	XII
Albert	71	40	5		21	20	7				4					
Carleton	64	31	13		40	20	14		1	1			21	10	10	
Charlotte	118	38	20		81	40	22		15	2	8		61	32	22	
Gloucester	41	7			8	5							17			
Kent	39	8	2		27	2										
Kings	61	32	6		32	26	4		6	13	2		1	6	1	
Madawaska																
North'd	71	25	12		55	24	11		3	3	1		32	24	7	4
Queens	17	9			12	8				1						
Restigouche	31	15	7		26	13	5		11	7	5		10	4		
St John	209	151	101	10	252	153	109		10	40	24	11	0	248	142	91	7
Sunbury	8				4											
Victoria	26	10	3		8	6	3						9			
West'd	173	96	90		116	73	22		2	7			87	54	23	
York	88	51	96		50	47	90			10	12			65	16	
N. B.	1000	516	235	13	741	424	223		13	94	98	61	4	48	310	170	10
Cor. t'm, 1900	612	430	251	18	602	360	169		28	64	83	65	5	430	267	190	18
Increase	158	17	12		82	33	24			30			1	47	15	20	
Decrease				5					5		15	4					8

COUNTIES	Mathematics, 53: Arithmetic IX	X	Geometry IX	X	XI	XII	Algebra IX	X	XI	Book-Keeping IX	X	Trigonometry XI	XII
Albert	74	40	8	7	7		67	37	5	30	25	10	
Carleton	60	5	14	10	15		19	31	13	5	13	13	
Charlotte	118	8	113	85	29		111	88	29	75	5	10	
Gloucester	30		24	6			23			6	2		
Kent	37	11	40	11	2		37	14	2	43	8		
Kings	59	34	62	52	6		52	32	6	27	4		
Madawaska													
North'd	79	23	71	29	12	3	73	24	12	28		1	
Queens	21	9	20	12			17	9		15	8		
Restigouche	31	15	21	15	5		31	15	5	31			
St John	265	151	266	175	104	10	266	154	104	165	154	18	10
Sunbury	8		8				8			8			
Victoria	20	10					19	10	3	3	8	1	
West'd	175	92	175	90	30		16	89	29	113	70	1	
York	88	5	7	5	22		88	51	86	29	14		
N. B.	1067	511	968	501	213	13	1 090	505	214	684	340	54	10
Cor. t'm, 1900	842	400	888	455	232	18	875	400	230	686	307	55	18
Increase	125	102	60	21	11		155	15	14	88	3		
Decrease						5						1	8

COUNTIES	History and Geography, 54: IX	X	XI	XII	Drawing, 55: IX	Natural science, 50: Physics IX	Physiology & Hygiene X	XI	Chemistry X	XI	Botany IX	X	Geology XI	XII	German 57: XII
Albert	71	40	5		63	23	35	3	38	3	24	28	5	13	
Carleton	100	31	13		77	50	27	13	18	15	31	31	15		
Charlotte	118	38	29		78	50	9	9	24	22	97	59	25		
Gloucester	30	7			35	1					22	12			
Kent	45	8	2		39	29	15	2	8		33	12	2		
Kings	50	32	6		50	11	25	11	15	6	47	30	6		
Madawaska															
North'd	7	25	11	3	79	40	10				67	25	11		
Queens	17	9			17	14	13		12		21	9			
Restigouche	31	15	5		31	23	15	5	18	5	31	15	5		
St John	266	158	104	10	264	231	113	18	21	104	234	158	91	3	3
Sunbury	8				8	8									
Victoria	24	11	3		20	9	14	3	10	3	20	10	3		
West'd	170	89	90		154	176	90	26	73	20	143	78	90		
York	88	51	86		88		57			34	58	51	34		
N. B.	1084	508	244	1	1003	672	463	93	272	209	808	471	225	16	3
Cor. t'm, 1900	932	446	230	18	762	502	458	111	274	131	651	443	175		1
Increase	152	62	24		241	120	25			108	237	28	50	16	2
Decrease				5				48	42						

TABLE III. PART TWO.—Continued.

COUNTIES.	Number—Arithmetic. 44								Algebra. 46		Geography. 47					
	Grade.								Grade.		Grade.					
	I	II	III	IV	V	VI	VII	VIII	VII	VIII	III	IV	V	VI	VII	VIII
Albert	409	308	320	354	332	102	57	101	50	81	322	350	334	102	56	100
Carleton	813	592	735	851	883	232	111	146	195	100	744	844	868	232	111	143
Charlotte	735	587	649	842	886	226	140	165	248	152	665	833	872	226	140	165
Gloucester	1332	920	798	658	334	108	52	65	59	72	790	657	329	105	52	65
Kent	1504	742	655	547	293	57	62	57	61	52	670	533	291	57	62	57
Kings	767	662	795	870	831	96	80	65	172	89	778	872	834	96	80	65
Madawaska	832	445	439	308	120	24	27	26	16	13	442	293	115	24	27	26
Northumberland	1311	831	968	844	621	226	185	152	163	137	950	842	616	226	185	152
Queens	449	362	420	493	461	36	27	6	99	29	437	494	437	31	27	6
Restigouche	411	256	325	276	221	66	50	55	60	52	337	265	230	63	50	55
Saint John	1428	1259	1354	1210	1068	681	563	372	59	55	1362	1212	1068	681	563	372
Sunbury	229	164	193	192	173	21	12	7	55	13	187	193	181	21	12	7
Victoria	447	245	331	283	217	26	31	22	44	25	330	282	217	26	31	22
Westmorland	2010	1197	1403	1230	1037	361	348	226	365	272	1393	1228	1028	379	325	277
York	1182	791	969	1094	997	242	178	186	268	189	960	1097	991	239	181	186
New Brunswick	13859	9361	10354	10052	8474	2504	1923	1651	1914	1391	10367	9995	8411	2508	1902	1698
Cor. Term, 1901	14790	9386	10083	9760	8393	2506	1844	1670	2444	1685	10140	9699	8349	2496	1879	1725
Increase			271	292	81		79				227	296	62	12	23	
Decrease	931	25				2		19	530	294						27

TABLE III. PART TWO.—Continued.

COUNTIES.	Form, Color and Industrial Drawing. 41 — Grade. I	II	III	IV	V	VI	VII	VIII	Print Script and Writing. 42 — Grade. I	II	III	IV	V	VI	VII	VIII
Albert	300	289	308	353	332	102	56	100	409	318	320	352	328	106	56	101
Carleton	802	580	722	836	854	232	110	143	823	500	725	801	875	232	111	144
Charlotte	605	551	611	830	800	214	140	165	735	588	649	840	884	226	140	165
Gloucester	1398	920	708	658	334	108	53	65	1332	922	708	658	34	108	54	65
Kent	1475	723	650	540	284	57	61	57	1400	745	652	550	294	57	62	59
Kings	757	656	760	815	821	106	90	65	767	604	786	850	827	106	90	65
Madawaska	700	400	407	281	104	24	27	26	816	442	483	312	120	24	27	26
Northumberl'd	1261	802	653	821	618	226	185	152	1317	830	906	855	619	226	177	150
Queens	437	350	417	470	151	26	27	6	457	362	419	406	458	26	27	6
Restigouche	394	252	325	272	231	66	50	55	407	256	333	264	231	66	50	52
Saint John	1626	1250	1354	1211	1065	681	503	372	1628	1250	1354	1211	1068	681	503	372
Sunbury	243	170	180	191	177	21	12	7	233	163	182	189	179	21	12	7
Victoria	430	219	322	274	211	26	31	22	431	222	333	346	214	23	21	22
Westmorland	1853	1177	1363	1194	1036	304	330	270	2006	1162	1394	1248	1068	353	328	261
York	1150	788	878	1080	940	240	170	167	1175	790	976	980	1040	248	177	185
N. Brunswick	13506	9141	10000	10858	8318	2482	1005	1672	14435	9301	10290	10017	8507	2193	1894	1683
Cor Term, 1901	14378	9294	9848	9576	8242	2463	1862	1662	14825	9381	10047	9744	8440	2514	1880	1721
Increase			152	282	76		43				243	273	67		14	
Decrease	782	63				11		20	790	80				21		38

COUNTIES.	Singing ("Theory" Optional) 43 — Grade. By Rote. I	II	III	IV Rote	IV Note	V Rote	V Note	VI Rote	VI Note	VII Rote	VII Note	VIII Rote	VIII Note
Albert	222	166	165	181		128		47		19		17	
Carleton	152	280	307	365		415		103		38		53	
Charlotte	387	550	360	371		429		161		66		64	
Gloucester	851	620	554	360	10	187		78		31		20	
Kent	607	316	321	250	4	144	2	8	5	20		23	
Kings	410	357	401	407		484		43		13		19	
Madawaska	183	213	274	140	8	50	37	13	7	16	5	6	3
Northumberl'd	800	592	694	557		438		167		38		66	
Queens	210	124	198	249		170		5		5			
Restigouche	203	187	170	117	50	124		64		43		33	
Saint John	1325	1175	1248	1130		975		673		549		348	
Sunbury	106	65	89	96	4	65	6	9					
Victoria	161	101	157	121	6	106	10	10					
Westmorland	1168	715	826	558	13	488	30	298	10	220	24	80	
York	682	501	523	572	2	541	2	160		59		59	
N. Brunswick	8210	5810	6277	5186	127	4028	87	1839	22	1153	29	702	3
Cor Term, 1901	8537	5826	5923	5598	100	4273	88	1716	54	1211	26	622	20
Increase			354	88	27	355		100			3		
Decrease	327	16					1		32	61		130	20

TABLE III.—Superior, Grammar and Other Schools Having Pupils in Advance of Grade VIII.

Part Two —Continued.

COUNTIES.	Language. 52																Mathematics. 53													History and Geography 51				Drawing 55	Natural Science 56									
	English				Latin.				Greek.				French.				Arithmetic		Geometry				Algebra			Book-Keeping		Trigonometry							Physics	Physiology & Hygiene		Chemistry		Botany			Geology
	IX	X	XI	XII	IX	X	XI	XII	IX	X	XI	XII	IX	X	XI	XII	IX	X	IX	X	XI	XII	IX	X	XI	IX	X	XI	XII	IX	X	XI	XII	IX	IX	X	XI	X	XI	IX	X	XI	XII
Albert	48	40	7	...	38	18	5	..	..		2	....	3	..		.	63	42	47	30	8	...	55	31	7	37	39	14	...	58	40	7	...	54	37	42	5	50	7	57	40	7	...
Carleton	71	40	12	.	48	18	12	.	4	.	.		34	10	11		71	33	64	38	12	..	71	30	12	62	18	12	.	71	40	12	...	71	50	30	12	49	12	70	40	12	.
Charlotte	126	89	32		76	36	24	...	17	8	5	..	54	32	25	..	127	38	127	39	32	..	117	30	32	101	11	14	...	114	39	32	..	82	73	45	10	42	32	108	30	18	
Gloucester	25	4	.	..	4	2	..		...	...	..	..	9	2			25	4	25	4		..	25	4		18	2			25	4	..		23	20	2	.	4		21	4	.	..
Kent	34	15	..	....	28	8	..	..	....	.	..	....				....	28	25	28	21	..	.	28	21	.	31	18			28	21			12	21	18	..	9		31	15	.	..
Kings	59	36	5	..	32	26	3	.	...	12	1	....	2	8	1	....	60	50	56	46	5	....	50	38	5	30	17	3	35	39	11	.	..	40	46	17		28	17	30	30	5	...
Madawaska	..			...					.	.	.	....				..													..														..	
North'd.	72	28	13	2	58	24	11	2	8		1	..	43	15	7	2	73	28	72	28	13	2	71	28	13	67			2	73	18	12	2	86	86	42	12	28	31	65	20	12	..
Queens	13	7	1	..	7	6	1		.		1		.	.	.		13	7	13	7	1	..	11	7	1	6	1	.	...	13	7	1	.	13	13	6	1	1	1	9	7	1	.
Restigouche	34	12	8	.	28	12	6		12	8	6	.	10	4			34	12	34	12	6	.	34	12	6	34			.	34	12	6		34	31	12	6	12	6	34	12	6	..
Saint John	234	141	98	9	213	140	57	0	17	26	29	6	221	13	86	6	234	141	231	141	98	9	234	141	98	231	141	17	9	234	141	98	9	234	240	146	21	9	81	233	141	86	3
Sunbury			..	.	5	.	..	...	.	.		..	.			..	9		9		..		6	..	.	9		.	...	9				9	9							.	...
Victoria	18	10	5	.	5	3	5	..	2	1	4	....	5		..	.	18	10	18	8	7	.	6	3					...	18	10	5	..	6	3	10	5	10	5	18	10	5	
West'd.	176	82	27	....	99	60	19		2	7	..	. .	100	47	22	..	184	82	193	79	27	..	183	81	27	181	66		..	176	82	27	.	102	161	48	27	82	27	178	47	22	. .
York	86	51	34	..	25	29	30	..	9	10	11	...	32	23	14		91	49	56	1	34		58	2	34	14			.	90	49	34	.	90	86	12	34	78	34	87	44	24	..
N. B	998	506	249	11	660	389	213	11	90	68	90	6	536	272	166	8	1028	508	975	465	243	11	983	448	235	830	312	63	46	992	484	234	11	860	879	410	130	410	256	991	446	1 8	3
Cor. t'm 1901	998	454	246	18	685	338	206	18	87	78	68	5	483	230	147	12	927	485	867	469	237	18	995	467	237	624	333	89	18	898	434	221	18	778	766	407	159	376	242	781	410	190	. ...
Increase	103	51		.	75	51	7	.	...		..	1	53	33	19	...	101	23	1 4		6		58	.		206			28	99	50	13	.	84	113	.		34	14	120	33	8	3
Decrease	..		7	7	...	.	.	7	1	5	1	.	..			5	....		.	4	.	7	..	24	2	.	21		29	.				7		9	23	. .	.				...

TABLE III. PART TWO.—Continued.

COUNTIES.	Hygiene and Temperance (Health Readers.) 48								Nature Lessons and Agriculture. Minerals—Plant Life—Animal Life. 49								Latin. (Optional) 50		French (Optional). 51
	GRADE.								GRADE.								GRADE.		GRADES
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	VII	VIII	I to VIII
Albert	358	283	314	346	336	102	56	100	382	289	301	351	323	101	56	100	8	21	4
Carleton	616	518	672	841	855	227	103	143	680	517	653	817	851	238	111	144	69	103	
Charlotte	606	496	635	845	883	226	140	165	627	510	625	830	874	225	140	165	17	73	
Gloucester	1143	882	798	658	334	108	52	65	1119	844	748	643	334	108	52	65	15	6	2,227
Kent	1324	673	626	518	293	57	62	59	1361	688	626	524	292	57	59	57	26	25	1,340
Kings	656	599	770	867	829	96	80	65	693	633	765	740	819	96	80	65	47	35	
Madawaska	716	375	482	284	114	24	27	26	662	358	372	261	110	24	27	26		4	1 652
Northumberland	1165	779	955	836	611	126	185	152	1197	772	926	830	616	226	185	152	72	78	358
Queens	396	328	409	471	450	29	27	6	373	319	407	456	447	29	27	6	9	4	
Restigouche	332	207	319	261	231	66	50	55	341	222	320	262	170	60	50	54	34	23	109
Saint John	1390	1250	1348	1211	1068	681	563	372	1398	1255	1354	1205	1068	681	563	372	467	324	
Sunbury	184	145	154	180	187	24	12	7	203	147	173	188	178	21	12	7	1		
Victoria	370	208	322	283	217	26	31	22	340	214	283	263	199	26	31	22	4	4	45
Westmorland	1617	1018	1349	1156	1030	363	336	283	1667	1044	1292	1090	862	336	309	275	160	151	483
York	905	677	949	1091	961	235	178	172	1006	701	911	1051	953	224	191	193	27	31	
New Brunswick	11838	8438	10002	9847	8399	2390	1902	1692	12049	8513	9756	9511	8102	2458	1893	1703	946	882	6,218
Cor. Term, 1901	12527	8491	9701	9585	8178	2491	1891	1681	12611	8410	9406	9425	7965	2483	1864	1683	772	780	2 224
Increase	.....	.....	301	262	221	.....	11	11	.....	103	350	86	137	.....	29	20	174	102	3,994
Decrease	689	53	.....	.....	.....	101	.....	.....	562	.....	.....	.....	.....	25	.....	.....	.....	.....	.....

TABLE IV. PART TWO—SECOND TERM CLOSED 30TH JUNE, 1902.

COUNTIES.	Grammar School Teachers.		MALES.			FEMALES.			TOTAL.			Trained.	Untrained.	No. of Assistants.		Total number of Teachers employed this Term.
			CLASS.			CLASS.										
	M	F	I	II	III	I	II	III	Male.	Female.	Both.			Male.	Female.	
Albert	1	.....	9	7	.....	8	36	4	17	48	65	64	1	1	1	67
Carleton	1	1	11	13	1	24	85	17	26	127	153	151	2	.....	.....	153
Charlotte	1	.....	15	5	1	31	67	18	22	116	138	133	5	1	5	144
Gloucester	1	.....	3	4	34	2	22	41	42	65	107	106	1	.....	2	109
Kent	1	.....	5	3	14	6	24	62	23	92	115	113	2	.....	1	116
Kings	1	.....	14	14	1	22	88	16	30	126	156	156	.....	.....	1	157
Madawaska	.....	.....	2	.....	7	.....	1	50	9	51	60	47	13	.....	.....	60
Northumberland	1	.....	10	4	6	9	93	29	21	131	152	146	6	.....	2	154
Queens	1	.....	2	14	5	6	46	18	22	70	92	91	1	.....	.....	92
Restigouche	1	.....	2	1	1	6	29	7	5	42	47	45	2	.....	1	48
Saint John	3	2	20	6	1	97	85	10	30	194	224	219	5	.....	11	235
Sunbury	.....	.....	1	5	.....	5	19	10	6	34	40	38	2	.....	.....	40
Victoria	1	.....	3	3	2	6	22	22	9	50	59	54	5	.....	.....	59
Westmorland	3	.....	15	24	12	43	68	39	54	150	204	202	2	.....	2	206
York	3	.....	15	8	4	31	93	30	30	154	184	179	5	.....	1	185
New Brunswick	19	3	127	111	80	296	778	373	346	1450	1796	1744	52	2	27	1825
Cor. Term, 1901	20	3	124	122	85	305	789	363	351	1460	1811	1781	30	2	28	1841
Increase	.....	.....	3	.....	4	.....	.....	10	.....	.....	.....	.....	22	.....	.....	.....
Decrease	1	.....	.....	11	.....	9	11	.....	5	10	15	37	.....	.....	1	16

COUNTIES	No. of teachers employed in District as at 31st December, 1902	No. of teachers removed to other Districts	No. of new teachers this Term	No. of teachers whose period of service is not reported	No. of teachers not more than one year in the service employed this Term	PERIOD OF SERVICE OF TEACHERS OF GR., SUP., AND 1st CLASS. MALE TEACHERS GR., SUP., AND 1st CLASS. No. first Term employed.	No. second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upward of 7 years.	FEMALE TEACHERS GR., SUP., AND 1st CLASS. No. first Term employed.	No. second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upwards of 7 years.
Albert	31	30	7	1	31	1		2	1		2	3			2			2	5
Carleton	75	62	10	8	50	1			1	1	3	4			1	3	7	4	8
Charlotte	79	41	11		44				2	2	2	8			4		8	7	13
Gloucester	58	35	16		45	1				1		2							1
Kent	67	43	10		43					2		2	1					2	4
Kings	83	59	12	5	56			1	1	3	5	7			3	2	5	6	7
Madawaska	21	21	11	1	35					2									
Northumberland	106	30	13	7	50			1	1	3	1	7	1		1	1	1	3	5
Queens	41	48	9	1	41					2		3	1				1	2	3
Restigouche	31	8	9	2	18							3		1			1		4
St. John	178	17	5	23	27			1	1	3	1	17			6	6	12	6	62
Sunbury	19	13	6	1	19							1	1		1	1			1
Victoria	24	30	4	1	24						1	2			1	1			3
Westmorland	127	70	11	7	70	1		1		2	3	12	1		2	5	9	3	19
York	106	55	24	15	85			2	4	1	1	12	1	1			8	4	19
New Brunswick	1055	565	158	72	638	4		8	11	26	20	84	6	2	21	21	53	6	149
Cor. Term 1900	1138	494	171	66	705	6	3	11	10	28	17	77	9	7	22	23	60	50	139
Increase		71		6							3	7							10
Decrease	83		13		67	2	3	3	5	2			3	5	1	2	7		

TABLE V. PART TWO—THE SECOND TERM CLOSED 30TH JUNE, 1902.

COUNTIES.	No. of teachers employed in same District as during previous Term.	No. of teachers removed to a new District.	No. of new teachers this Term.	No. of teachers whose period of service is not reported.	No. of teachers not more than 3 years in the service employed this Term.	PERIOD OF SERVICE OF TEACHERS OF GRAM. SUP AND 1st CLASS. MALE TEACHERS GRAM. SUP. AND 1ST CLASS							FEMALE TEACHERS, GRAM. SUP. AND 1ST CLASS						
						No. First Term employed.	No. Second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upwards of 7 years	No. First Term employed.	No. second Term employed.	No. 1 to 2 years	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upwards of 7 years.
Albert,	43	18	2	2	27			2	2		1	5			1	1	2	3	1
Carleton,	77	60	4	6	42		1			4	3	4			1	2	10	4	8
Charlotte,	78	50	9	3	43				2	4	2	8			3	1	5	10	12
Gloucester,	82	19	6		42		1			1		2						1	1
Kent,	81	32	5	1	36				1		2	3		1				1	4
Kings,	95	52	6	3	50		1		2	2	2	8			1	2	2	7	10
Madawaska,	40	8	11	1	33					2									
Northumberland,	102	35	6	9	46			1	1	1	2	6		1	1	1	1	1	4
Queens,	47	33	3	1	27					1		2		1			1	2	2
Restigouche,	31	14	3		12							3					1		5
Saint John,	133	10	5	20	26		1	1			1	17			1	7	12	7	72
Sunbury,	24	14	2		18							1				1	2	1	1
Victoria,	28	25	3		21					1		3			1	1		1	3
Westmorland,	143	44	5	7	60		1	2		1	4	10			3	4	7	7	22
York,	105	54	13	12	70			2	3	3	3	7	2		2		8	4	15
New Brunswick,	1162	479	90	65	553		5	8	11	20	23	79	2	3	14	20	51	49	160
Cor. Term, 1901,	1121	550	62	78	616		5	11	15	20	14	79	2	8	27	21	40	40	152
Increase,	41		24								9						2		8
Decrease,		71		13	63			3	4					5	13	1			

TABLE V. PUBLIC SCHOOLS. PERIOD OF SERVICE OF TEACHERS EMPLOYED DURING YEAR ENDED 30TH JUNE, 1902.

PART ONE.—THE FIRST TERM CLOSED 31ST DECEMBER, 1901.

COUNTIES	No. of teachers employed in same District as during previous Term.	No. of teachers removed to a new District.	No. of new teachers this Term.	No. of teachers whose period of service is not reported	No. of teachers not more than 3 years in the service employed this Term.	PERIOD OF SERVICE OF TEACHERS OF GR., SUP., AND 1ST. CLASS. MALE TEACHERS GR., SUP., AND 1ST CLASS							FEMALE TEACHERS GR., SUP., AND 1ST CLASS						
						No. first Term employed.	No. second Term employed	No. 1 to 2 years.	No. to 3 years.	No. 3 to 5 years	No. 5 to 7 years.	No. upwards of years.	No. first Term employed.	No. second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. to 5 years.	No. 5 to 7 years.	No. upwards of 7 years.
Albert	34	30	7	1	31	1		2	1		3	3			2	1	2	2	2
Carleton	75	62	10	8	59	1			1	4	3	4			1	3	7	4	6
Charlotte	79	44	11		44				2	3	2	8			4	1	6	7	13
Gloucester	58	35	16		45	1				1		2					1		1
Kent	67	43	10		43					2		3	1					2	4
Kings	83	59	12	5	56			1	1	3	5	7			3	2	5	6	7
Madawaska	24	21	11	1	35					2									
Northumberland	106	39	13	7	50			1	1	3	1	7	1		1	1	1	3	5
Queens	44	48	9	1	41					2		3	1				1	2	3
Restigouche	31	8	9	2	18							3		1					4
St. John	178	17	5	23	27			1	1	3	1	17			6	6	2	10	62
Sunbury	19	13	6	1	19							1	1		1	1		1	1
Victoria	24	30	4	1	24						1	2			1	1		1	3
Westmorland	127	70	11	7	70	1		1		2	3	12	1		2	5	9	13	19
York	106	55	24	15	85			2	4	1	1	12	1	1			8	4	19
New Brunswick	1055	565	158	72	638	4		8	11	26	20	84	6	2	21	21	53	61	149
Cor. Term 1900	1138	494	171	60	705	6	3	11	16	28	17	77	9	7	22	23	60	50	139
Increase		71		6							3	7						11	10
Decrease	83		13		67	2	3	3	5	2			3	5					

COUNTIES.	The First Term Closed 31st Dec., 1901.							The Second Term Closed 30th June, 1902.							
	No. of Schools open this Term.	No. of Schools open less than 80 days.	No. in session 80 but less than 92 days.	Total in session less than 92 days.	No. in session the full Term of 92 days.*	Average days schools in session during the Term.	Aggregate number of days schools open during this Term	No. of Schools open this term.	No. of Schools open less than 80 days.	No. in session 80 but less than 100 days.	No. in session less than 100 days.	No. in session 100 days but less than 122 days.	No. in session the full Term of 122 days.**	Average days schools in session during the Term.	Aggregate number of days Schools open during the Term.
Albert	72	9	16	25	47	87.	6,270	63	6	3	9	24	30	112.7	7,103
Carleton	119	33	49	82	67	84.	12,506	117	12	6	18	63	66	112.	16,718
Charlotte	134	51	34	85	49	82.	11,048	130	20	9	29	72	35	107.5	14,026
Gloucester	109	6	33	39	70	89.6	9,773	107	4	4	8	77	22	116.8	12,499
Kent	120	7	22	29	91	90.2	10,831	114	9	2	11	61	42	114.4	13,051
Kings	154	20	54	74	80	86.4	13,300½	152	11	6	17	67	68	113.3	17,235
Madawaska	57	5	21	26	31	88.7	5,061	50	4	2	6	47	6	115.	6,785
Northumberland	149	12	52	64	85	88.	13,192	143	16	5	21	76	46	112.3	16,073
Queens	100	23	42	65	35	83.8	8,387½	91	12	6	18	43	30	108.	9,834
Restigouche	48	5	9	14	34	87.5	4,201½	45	5	2	7	16	22	112.7	5,072
Saint John	208	5	36	41	167	90.	18,813	208	5	3	8	127	73	118.	24,402
Sunbury	39	11	13	24	15	84.	3,287	40	4	1	5	13	22	113	1,520
Victoria	59	14	22	36	23	83.8	4,945½	59	14	4	18	26	15	101.4	5,983
Westmorland	208	10	61	71	137	89.6	18,650½	197	8	7	15	75	107	117.	23,019
York	189	17	77	94	95	88.8	16,789½	175	21	7	28	62	85	110.7	19,386
New Brunswick	1,795	228	541	769	1,026	87.5	157,104	1,736	151	67	218	819	699	113.	190,338
Cor. Terms 1901-02	1,812	187	687	874	938	89.7	162,659½	1,711	151	60	214	531	966	111.7	191,578
Increase		41			88					7	4	315			1,750
Decrease	17		146	105		2.2	5,405½	5	3				321	1.3	

* In the First Term there were 82 teaching days in Cities, Towns and other Districts, having eight weeks vacation; in all other districts there were 92 teaching days. The actual number of days the schools in the former were open is raised to the basis of 92 days for the purposes of comparison.

** In the Second Term there were 121 teaching days in St. John City, and 122 days in all other districts. The former is raised to the basis of the latter for purposes of comparison.

TABLE V.—Continued. PERIOD OF SERVICE OF SECOND-CLASS TEACHERS EMPLOYED DURING YEAR ENDED 30TH JUNE, 1902.

COUNTIES.	DURING THE TERM CLOSED 31ST DECEMBER, 1901.														DURING THE TERM CLOSED 30TH JUNE, 1902.													
	MALE TEACHERS, 2ND CLASS.							FEMALE TEACHERS, 2ND CLASS.							MALE TEACHERS, 2ND CLASS.							FEMALE TEACHERS, 2ND CLASS.						
	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. 7 years and upwards.	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. upwards of 7 years.	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. upwards of 7 years.	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. upwards of 7 years.
Albert	2		1	1	1		1	4	..	6	5	9	7	9		3	1			1	2		2	3	8	5	8	10
Carleton			2	1	4	2	4	5	1	9	10	25	16	21			1	1	4	2	5		7	8	10	21	14	25
Charlotte	4	..	1		1	1	...	4	1	9	11	12	13	20		3	..	1	1				4	4	12	17	12	18
Gloucester	1			1	..	1		4	1	2		2	4	10			2		1	1			3	2	1	2	5	9
Kent	1	..	1		1		..	2		4	5	4	4	9			1		1		1		2	3	4	2	3	10
Kings	3		1	2	2	3	4	8	....	13	12	13	15	26		2	....	3	2	2	5	1	7	9	11	15	14	31
Madawaska												1														1		
Northumberland			2	..			3	4	4	7	7	17	18	30			....			...	4	1	2	10	11	14	16	30
Queens		1	4	1	3	4	7	7	..	9	5	10	8	9		...	2	...	1	1	10		3	8	6	11	9	9
Restigouche	1							6		2	3	7	1	10					1				8	1	1	6	3	10
St. John	...	1	1	...		1	4	4	1	2	2	10	12	54		....	2				4		1	2	1	10	7	64
Sunbury			1	1	1		1	2		4	4	2	2	6		..	1	1	1	1	1		3	2	4	2	4	4
Victoria			2	1	1	1	2		1	4	1	2	6	6						1	2		1	4	3	4	3	7
Westmorland	1	1	2	9	3	3	3	4		8	7	15	11	22		2	2	5	5	4	5	1	5	5	9	13	10	25
York	2	...	3	4			1	17	1	17	15	13	12	28		....	3	3	2				15	13	12	13	14	26
New Brunswick	15	3	21	21	17	16	30	71	10	96	87	142	120	280	1	10	15	14	19	13	39	3	63	74	93	136	122	287
Cor. yr., 1900-1901	20	5	28	16	17	11	29	79	21	98	91	141	124	217		16	22	17	17	14	36	7	71	109	83	130	137	258
Increase				5		5	1					1	5	10	1				2		3				10	6		29
Decrease	5	2	7					8	11	2	4					6	7	3		1				1			1	

TABLE VIII.—PUBLIC SCHOOLS: Average Salaries of Teachers for the Year ended 30th June, 1902 From the Rates paid in the Term ended June 30th, 1902.

COUNTIES.	COMMON SCHOOLS. Av'ge Rate per Year to Male Teachers			COMMON SCHOOLS. Av'ge rate per Year to Female Teachers			Average Superior Schools.	Average Grammar Schools.
	1st Class.	2nd Class.	3rd Class.	1st Class.	2nd Class.	3rd Class.		
Albert,	$408 33	$277 57	....	$257 00	$222 82	$154 19	$550 00	See Table XIII.
Carleton,	387 30	274 33	$231 00	264 70	213 49	191 86	500 00	
Charlotte,	452 90	323 40	233 00	316 23	246 06	183 14	660 00	
Gloucester,	....	293 50	221 53	243 50	221 86	183 64	583 33	
Kent,	359 50	258 00	212 82	267 80	221 66	175 58	512 50	
Kings,	377 33	255 35	204 00	266 14	207 82	171 32	530 00	
Madawaska,	255 00	...	227 71	....	201 00	170 53	500 00	
Northumberland,	470 00	328 25	211 92	256 33	232 83	180 64	623 00	
Queens,	275 00	255 57	216 85	254 54	208 21	176 96	500 00	
Restigouche	305 00	308 00	231 00	306 66	227 54	189 14	625 00	
Saint John,	839 41	479 66	251 25	365 30	315 64	173 88	566 66	
Sunbury,	....	270 00	....	246 00	211 30	167 12	500 00	
Victoria,	265 50	263 33	224 50	252 83	223 77	193 14	500 00	
Westmorland,	464 37	277 54	226 33	321 88	231 11	196 06	600 00	
York,	486 44	283 00	219 81	304 58	216 51	180 60	583 33	
New Brunswick,	$510 59	$286 39	$220 85	$315 25	$232 38	$180 51	$569 41	$954 54
Average Salaries, 1901,	520 10	276 48	221 41	312 69	226 78	179 34	576 07	928 26
Increase,	....	$9 91	....	$2 56	$5 60	$1 17	....	$26 28
Decrease,	$9 51	....	$0 56	....	....	....	$6 66	....

TABLE VII —PUBLIC SCHOOLS: VISITS—PUBLIC EXAMINATIONS—PRIZES: FOR THE YEAR ENDED 30TH JUNE, 1902.

COUNTIES.	THE FIRST TERM CLOSED 31ST DECEMBER, 1901.										THE SECOND TERM CLOSED 30TH JUNE, 1902.									
	Visits.						Examinations		Prizes.		Visits.						Examinations.		Prizes	
	No. by the Trustees and Secretary	No. by the County Inspector.	No. by members of Parliament.	No. by Clergymen.	No. by Teachers.	No. by other visitors.	No. of Schools holding public examinations during the term	No. of Schools not holding public examinations during the term	No. of Prizes given to the pupils	Value of the Prizes	No. by the Trustees and Secretary.	No. by the County Inspector.	No. by members of Parliament.	No. by Clergymen.	No. by Teachers.	No. by other visitors.	No. of Schools holding public examinations during the term	No. of Schools not holding public examinations during term	No. of prizes given to the pupils	Value of the prizes.
Albert	164	2	2	28	76	906	67	5	...	$	129	59	....	32	43	767	59	4	5	$ 4 00
Carleton	247	99	.....	26	103	1 135	124	25	39	18 24	312	143	1	58	90	1,296	125	22	42	30 05
Charlotte	304	70	4	56	82	1,104	109	25	13	4 25	318	100	9	44	114	1,358	111	25	17	7 45
Gloucester	370	55	...	52	194	1,327	87	22	46	19	387	99	....	52	188	1,733	97	10	20	33 00
Kent	427	54	3	54	98	1 174	113	9	25	15 04	474	90	.....	79	94	1,738	103	11	22	6 20
Kings	266	19	....	41	125	1,426	136	18	43	23 20	273	136	1	49	103	1 648	125	27	59	32 06
Madawaska	217	55	8	48	49	762	55	2	43	8 32	215	27	12	37	57	807	59	..	8	4 20
Northumberland	394	53	4	97	119	1 531	136	13	10	5 45	374	122	3	128	131	2 150	132	11	94	67 85
Queens	194	38	....	24	68	947	72	28	1	1 00	225	69	11	33	69	1 176	73	16	...	..
Restigouche	109	44	2	29	42	496	44	4	1	1 00	107	5	.	16	34	479	42	3	.	...
Saint John	284	111	4	91	148	518	201	7	21	9 70	544	111	1	125	155	2,268	206	2	33	13 05
Sunbury	69	28	.	8	47	292	26	13	8	4 70	52	42	.	4	16	36	32	8	....	.
Victoria	120	43	1	11	18	316	46	14	23	6 37	158	43	2	18	20	473	44	15	17	4 00
Westmorland	554	96	8	104	186	2,550	196	12	25	7 55	651	180	4	104	120	2 801	174	23	83	17 78
York	266	94	1	93	151	1,093	142	46	45	26 23	302	127	7	70	138	1,503	139	42	171	21 95

TABLE VIII.—PUBLIC SCHOOLS: AVERAGE SALARIES OF TEACHERS FOR THE YEAR ENDED 30TH JUNE, 1902 FROM THE RATES PAID IN THE TERM ENDED JUNE 30TH, 1902.

COUNTIES.	COMMON SCHOOLS. Av'ge Rate per Year to Male Teachers			COMMON SCHOOLS. Av'ge rate per Year to Female Teachers			Average Superior Schools.	Average Grammar Schools.
	1st Class.	2nd Class.	3rd Class.	1st Class.	2nd Class.	3rd Class.		
Albert,	$408 33	$277 57	....	$257 00	$222 82	$154 19	$550 00	See Table XIII.
Carleton,	387 30	274 33	$231 00	264 70	213 49	191 86	500 00	
Charlotte,	452 90	323 40	233 00	316 23	246 06	183 14	660 00	
Gloucester,	....	293 50	221 53	243 50	221 86	183 64	583 33	
Kent,	359 50	258 00	212 82	267 80	221 66	175 58	512 50	
Kings,	377 33	255 35	204 00	266 14	207 82	171 32	530 00	
Madawaska,	255 00	...	227 71	....	201 00	170 53	500 00	
Northumberland,	470 00	328 25	211 92	256 33	232 83	180 64	623 00	
Queens,	275 00	255 57	216 85	254 54	208 21	176 96	500 00	
Restigouche	305 00	308 00	231 00	306 66	227 54	189 14	625 00	
Saint John,	839 41	479 66	251 25	365 30	315 64	173 88	566 66	
Sunbury,	....	270 00	....	246 00	211 30	167 12	500 00	
Victoria,	265 50	263 33	224 50	252 83	223 77	193 14	500 00	
Westmorland,	464 37	277 54	226 33	321 88	231 11	196 06	600 00	
York,	486 44	283 00	219 81	304 58	216 51	180 60	583 33	
New Brunswick,	$510 59	$286 39	$220 85	$315 25	$232 38	$180 51	$569 41	$954 54
Average Salaries, 1901,	520 10	276 48	221 41	312 69	226 78	179 34	576 07	928 26
Increase,	....	$9 91	....	$2 56	$5 60	$1 17	....	$26 28
Decrease,	$9 51	....	$0 56	....	....	....	$6 66	....

TABLE IX.—PUBLIC SCHOOLS: DISBURSEMENT OF THE PROVINCIAL GRANTS, FOR THE YEAR ENDED JUNE 30TH, 1902.

COUNTIES.	For First Term ended December 31st, 1901.					For Second Term ended June 30th, 1902.					For the Year.	
	Ordinary Grants. (1)	Superior Grants. (2)	Grammar Schools. (3)	Special to those teaching in poor Districts, [included in cols. in col. 1]	Total.	Ordinary Grants. (1)	Superior Schools. (2)	Grammar Schools. (3)	Special to those teaching in poor Districts, [included in cols. in Col. 1]	Total.	Total special aid to those teaching in poor Districts.	Total.
Albert	$ 2,714 21	$300 00	$140 00	$255 55	$ 3,104 50	$3,031 05	$131 55	$260 31	$191 68	$3,071 91	$450 23	$ 6,830 41
Carleton	4,897 30	199 19	281 38	119 27	5,677 87	6,052 32	709 92	418 62	158 44	7,780 86	277 71	13,458 73
Charlotte	4,611 04	188 24	140 00	225 19	5,239 97	6,290 42	718 36	198 17	212 88	7,176 95	438 07	12,416 92
Gloucester	3,711 48	313 06	140 00	176 06	4,165 23	4,880 20	432 80	209 31	607 57	5,522 31	1,084 37	9,687 54
Kent	4,042 55	405 27	140 00	481 84	4,588 51	4,825 39	591 17	210 31	551 73	5,626 90	1,033 57	10,215 41
Kings	5,587 30	493 86	140 00	310 12	6,221 91	7,223 17	744 13	209 51	383 81	8,186 96	733 03	14,408 87
Madawaska	1,572 41	99 26		100 70	1,671 67	2,236 35	148 23	..	105 56	2,384 63	215 26	4,056 30
Northumberland	5,083 53	515 29	140 00	324 93	5,739 42	6,260 76	733 57	199 02	382 33	7,193 34	707 26	12,932 76
Queens	3,586 76	96 81	142 00	322 25	3,806 23	4,611 37	149 51	168 22	225 76	4,329 10	539 01	8,135 33
Restigouche	1,614 16	100 49	140 00	100 08	1,885 34	1,968 93	149 51	209 31	85 37	2,357 78	191 45	4,243 12
Saint John	7,788 17	300 86	536 70	96 49	8,625 03	11,051 86	446 81	796 81	109 24	12,308 48	206 21	20,931 51
Sunbury	1,357 81	103 98		119 70	1,461 81	1,848 72	137 85	.	170 39	2,005 57	238 90	3,468 38
Victoria	2,042 37	100 40	140 00	252 28	2,283 55	2,484 38	143 28	209 31	321 67	2,841 97	573 95	5,125 52
Westmorland	7,196 49	707 97	562 76	219 10	8,467 22	9,323 95	1,458 35	627 93	283 37	10,969 23	502 47	19,457 45
York	6,710 52	521 10	422 07	307 66	7,650 69	7,817 48	721 84	627 93	306 91	9,167 25	674 57	16,826 94
New Brunswick	$62,552 48	5,055 38	3,051 09	3,817 50	70,658 95	79,909 37	7,305 28	4,293 70	1,129 04	91,568 24	7,947 23	162,227 19
Cor. Terms 1900-1901	61,300 23	5,007 33	3,227 76	4,017 45	72,535 32	70,895 07	7,060 87	4,400 17	4,322 11	91,416 41	8,339 50	163,951 73
Increase	.....	48 05		.....	.....	71 30	244 41	.....	.....	151 83	.....	.....
Decrease	$ 1,747 75	..	176 67	199 86	1,876 37	.....	.....	106 88	192 47	...	392 33	1,724 54

TABLE XI.—Provincial and County Fund Grants to the School for the Blind, Halifax; and County Fund Grant to the Institution for the Deaf and Dumb, Fredericton.

Year ended 30th June, 1902.

Counties.	School for the Blind, Halifax. Term ended Dec 31, 1901			Term ended June 30, 1902.					Institution for the Deaf and Dumb, Fredericton. Term ended Dec. 31, 1901		Term ended June 30 1902			Total County Fund Grants to both Institutions.
	No. of Pupils.	Provincial Grant, at rate of $75 per pupil per year.	Grant from County fund at rate of $75 per pupil per year.	No. of Pupils.	Provincial Grant, at rate of $75 per pupil per year.	Grant from County fund at rate of $75 per pupil per year.	Total Provincial Grant for the year.	Total from County Fund for the year.	No. of Pupils.	Grant from County Fund at the rate of $60 per pupil per year.	No. of Pupils.	Grant from County fund at the rate of $60 per pupil per year.	Total for the year.	
Albert	3	$112 50	$112 50	3	$112 50	$112 50	$225 00	$225 00	4	$108 44	4	$120 00	$228 44	$453 44
Carleton	2	75 00	75 00	2	75 00	75 00	150 00	150 00	4	104 99	3	90 00	194 99	344 99
Charlotte	2	75 00	75 00	2	75 00	75 00	150 00	150 00	1	30 00	1	30 00	60 00	210 00
Gloucester	—								2	30 48	2	60 00	90 48	90 48
Kent	4	150 00	150 00	3	112 50	112 50	262 50	262 50						262 50
Kings	3	112 50	112 50	3	112 50	112 50	225 00	225 00	3	78 20	3	87 34	165 54	390 54
Madawaska	—										1	10 11	10 11	10 11
Northumberland	2	55 91	55 91	2	75 00	75 00	130 91	130 91	1	23 36	1	30 00	53 36	184 27
Queens	1	37 50	37 50	1	37 50	37 50	75 00	75 00						75 00
Restigouche									1	30 00	1	30 00	60 00	60 00
Saint John	5	187 50	187 50	5	187 50	187 50	375 00	375 00	3	84 34	3	84 36	168 70	543 70
Sunbury	—													
Victoria	—													
Westmorland	8	300 00	300 00	8	300 00	300 00	600 00	600 00	7	191 80	7	210 00	401 80	1001 80
York	—								1	30 00	3	62 48	92 48	92 48
	30	$1105 91	$1105 91	29	$1087 50	$1087 50	$2193 41	$2193 41	27	$711 61	29	$814 29	$1525 90	$3719 31

Embodied in Table IX, and Foregoing Tables.

No and Name of District.	Parish.	County.	Teachers.	Provincial Allowance.	Total to County.
Elgin Corner, No. 2, ...	Elgin.....	Albert	J. H. Crocker.....	$ 101 63	
Hillsborough, No. 2,.....	Hillsborough.....	"	Fred. S. James.....	100 49	
Hopewell Hill, No. 2,. ..	Hopewell.....	"	H. H Stuart.....	107 48	309 60
Hartland, No. 3,.....	Brighton.....	Carleton.....	Jos E. Howe.....	102 22	
Florenceville, No. 4,.....	Simonds and Wicklow.	"	D. W. Hamilton.....	100 49	
Jacksonville, No. 7,.....	Wakefield.....	"	Clinton H. Gray.....	100 49	
Centreville, No. 4,.....	Wilmot and Wicklow..	"	Ruth L. Reid.....	94 35	397 55
North Head, No. 1,.....	Grand Manan.....	Charlotte	Peter Girdwood.....	100 49	
St. George, No. 1,.....	St. George.....	"	H. E. Sinclair.....	100 49	
Moore's Mills, No. 1½.....	St. James and St. David	"	Elizabeth S. Colwell..	89 96	
St. Stephen, (Town).....	St. Stephen.....	"	P. G. McFarlane.....	96 81	
Milltown, (Town),.....	"	"	J. B. Sutherland.....	100 49	488 24
Bathurst Village, No. 16,	Bathurst.	Gloucester...	C. J. Mersereau.....	99 27	
Petit Rocher, No. 4,.....	Beresford.....	" ...	Jerome Boudreau.....	107 48	
Tracadie, No. 3,.....	Saumarez,.....	" ...	Geo. E. Price.....	106 31	313 06
Harcourt, No. 5,.....	Harcourt.....	Kent.....	Miriam Kyle..... ..	100 49	
Rexton, No. 2,.....	Richibucto.....	"	R. G. Girvan.....	100 49	
Bass River, No. 9,.....	Weldford.....	"	Chas. D. Richards....	96 81	
Buctouche, No. 1,.....	Wellington.....	"	G. A. Coates.....	107 48	405 27
Penobsquis, No. 1,.....	Cardwell.....	Kings.....	G. T. Morton.....	93 13	
Hampton, No. 2,.....	Hampton.....	"	Rex. R. Cormier.....	100 49	
			Forward.....	.....	$1913 72

TABLE XII.—PART ONE—*Continued.*

No. and Name of District.	Parish.	County.	Teachers.	Provincial Allowance.	Total to County.
			Brought forward...	.....	$1913 72
Havelock Corner, No. 8,...	Havelock..... ...	Kings.....	Aaron Peiry.....	99 26	
Bloomfield Station, No. 2,..	Norton.....	"	H. A. Wheaton.....	12 25	
			B. P. Steeves.....	88 24	
Apohaqui, No. 25,.....	Studholm and Sussex...	"	J. T. Horsman.....	100 49	493 86
Edmundston, No. 1,.....	Madawaska.....	Madawaska...	J. F. Worrell.....	99 26	99 26
Blackville No. 6,.....	Blackville.....	North'd	J. C. Carruthers.....	107 48	
Doaktown, No. 4,.....	Blissfield.....	"	G. A. Wathen.....	107 48	
Derby, No. 1,.....	Derby.....	"	E. A. Crocker.....	99 26	
Douglastown, No. 6,.....	Newcastle.....	"	M. R. Benn.....	100 49	
Newcastle, (Town).....	"	"	G. K. McNaughton....	100 49	515 20
Chipman, No. 11,.....	Chipman.....	Queens.....	H. P. Dole.....	96 81	96 81
Dalhousie, No. 1,.....	Dalhousie.....	Restigouche..	R. B. Masterton.....	100 49	100 49
Fairville, No. 2,.....	Lancaster	St. John.....	S. A. Worrell.....	99 88	
Milford, No. 13,.....	"	"	W. A. Nelson.....	100 49	
St. Martins, No. 2,.....	St. Martins.....	"	W. L. McDiarmid....	100 49	300 86
Fredericton Junction, No. 1,	Gladstone.....	Sunbury.....	H. H. Bridges.....	103 98	103 98
Grand Falls, No. 7,.....	Grand Falls....	Victoria.....	M. L. Hayward.....	100 49	100 49
Dorchester, No. 2,..... ...	Dorchester.....	West'd.....	H. B. Steeves.....	100 49	
Sackville, No. 9,.....	Sackville.....	"	F. A. Dixon.....	100 49	
Middle Sackville, No. 11,	"	"	A. J. McKnight.....	100 49	
Petitcodiac, No. 1, ...	Salisbury.....	"	R. D. Hanson.....	100 49	
Salisbury, No. 24,.....	Salisbury, Monct, & Cover.	" & Albert	A. C. M. Lawson.....	107 48	
Shediac, No. 10,.....	Shediac.....	"	B. H. Webb..	100 49	
			Forward.....	....	$3724 07

TABLE XII.—SUPERIOR SCHOOLS; For the Year ended June 30th 1902.

Part One.—term ended december, 1901.

Embodied in Table IX, and Foregoing Tables.

No and Name of District.	Parish.	County.	Teachers.	Provincial Allowance	Total to County.
Elgin Corner, No. 2,	Elgin	Albert	J. H. Crocker	$ 101 63	
Hillsborough, No. 2,	Hillsborough	"	Fred. S James	100 49	
Hopewell Hill, No. 2,	Hopewell	"	H. H Stuart	107 48	309 60
Hartland, No. 3,	Brighton	Carleton	Jos E Howe	102 22	
Florenceville, No. 4,	Simonds and Wicklow.	"	D. W. Hamilton	100 49	
Jacksonville, No. 7,	Wakefield.	"	Clinton H. Gray	100 49	
Centreville, No. 4,	Wilmot and Wicklow	"	Ruth L. Reid	94 35	397 55
North Head, No. 1,	Grand Manan	Charlotte	Peter Gardwood	100 49	
St. George, No. 1,	St. George	"	H E. Sinclair	100 49	
Moore's Mills, No. 1½	St. James and St. David	"	Elizabeth S. Colwell	89 96	
St. Stephen, (Town)	St Stephen	"	P. G. McFarlane	96 81	
Milltown, (Town),	"	"	J. B. Sutherland	100 49	488 24
Bathurst Village, No. 16,	Bathurst.	Gloucester	C. J. Mersereau	99 27	
Petit Rocher, No. 4,	Beresford	"	Jerome Boudreau	107 48	
Tracadie, No. 3,	Saumarez,	"	Geo. E. Price	106 31	313 06
Harcourt, No. 5,	Harcourt	Kent	Miriam Kyle	100 49	
Rexton, No. 2,	Richibucto.	"	R. G. Girvan	100 49	
Bass River, No. 9,	Weldford	"	Chas. D. Richards	96 81	
Buctouche, No. 1,	Wellington	"	G. A. Coates	107 48	405 27
Penobsquis, No. 1,	Cardwell	Kings	G. T. Morton	93 13	
Hampton, No. 2,	Hampton	"	Rex. R. Cormier	100 49	
			Forward		$1913 72

No. and Name of District.	Parish.	County.	Teacher.	Provincial Allowance.	Total for County.
Elgin Corner, No. 2,	Elgin	Albert	Clive M McCann	$84 11	
			J Howard Crocker	58 41	
Hillsborough, No. 2,	Hillsborough	"	F S James	149 51	
Hopewell Hill, No. 2,	Hopewell	"	H H Stuart	142 52	$434 55
Hartland, No. 3,	Brighton	Carleton	J E Howe	149 51	
Florenceville, No. 4,	Simonds and Wicklow	"	D W Hamilton	120 10	
Jacksonville, No. 4,	Wakefield	"	C H Gray	149 51	
Centreville, No. 4,	Wilmot and Wicklow	"	Ruth L Reid	148 28	
Benton, No. 23, A,	Woodstock and Canter	"	H C B Allen	142 52	709 92
North Head, No. 1,	Grand Manan	Charlotte	B F McLeod	149 51	
St. George, No. 1,	St. George	"	H E Sinclair	149 51	
Moore's Mills, No. 1½	St. James and St. David	"	Elizabeth S Colwell	120 32	
St. Stephen, (Town),	St. Stephen	"	P G McFarlane	149 51	
Milltown, (Town),	"	"	J B Sutherland	149 51	718 36
Bathurst Village, No. 16,	Bathurst	Gloucester	C J Mersereau	149 51	
Petit Rocher, No. 4,	Beresford	"	J Boudreau	142 52	
Tracadie, No. 3,	Saumarez	"	George E Price	140 77	432 80
Harcourt, No. 5,	Harcourt	Kent	M Miriam Kyle	148 90	
Rexton, No. 2,	Richibucto	"	R G Girvan	149 51	
			" " June 1901	73	
Bass River, No. 9,	Weldford	"	A B Boyer	149 51	
Buctouche, No. 1,	Wellington	"	G A Coates	142 52	591 17
Penobsquis, No. I,	Cardwell	Kings	G T Morton	149 51	
			Forward		$2886 80

TABLE XII.—PART ONE—*Continued.*

No. and Name of District.	Parish.	County.	Teachers.	Provincial Allowance.	Total to County.
			Brought forward...	.....	$3724 67
Port Elgin, No. 1,.....	West'd and Botsford..	West'd.....	B. R. Field.....	98 04	707 97
Keswick Ridge, No. 1,....	Bright.....	York.....	Harry C. Fraser....	31 54	
			Annie L. Taylor....	73 61	
Benton, No. 23, A,.....	Canterbury and	" & Carle-	H. C. B. Allen.....	60 75	
	Woodstock.....	" ton..	M. A. Oulton.....	40 89	
McAdam Junction, No. 9,	McAdam.....	"	H. F. Perkins.....	107 48	
Harvey Station, No. 2,	Manners Sutton.....	"	C. M. McCann.....	107 48	
Gibson, No. 2,.....	St. Marys.....	"	A. H. Barker.....	100 49	
Maryeville, No. 3,.....	"	"	W. T. Day.....	100 50	622 74
					$5055 38

TABLE XII.—PART TWO—*Continued*,

No. and Name of District.	Parish.	County	Teachers	Provincial Allowance.	Total for County.
			Brought forward...	.....	$5545 09
Shediac, No. 10,.....	Shediac.....	West'd.....	B H Webb.....	$149 51	
Port Elgin, No. 1,.....	West'd and Botsfod...	"	B R Field.....	149 51	1038 35
Keswick Ridge, No. 1,....	Bright.....	York.....	H C Fraser.....	142 52	
McAdam Junction, No. 9,	McAdam.....	"	H F Perkins.....	142 52	
Harvey Station, No. 2,....	Manners Sutton.....	"	J P Bulyea.....	139 02	
Gibson, No. 2,.....	St. Marys.....	"	J B Delong.....	30 64	
			A H Barker.....	117 64	
Marysville, No. 3,.....	"	"	W T Day.....	149 50	721 84
					$7305 28

TABLE XII.—PART TWO—*Continued*

No. and Name of District.	Parish.	County.	Teacher	Provincial Allowance.	Total for County.
			Brought forward...	.....	$2886 80
Hampton Station, No. 2,...	Hampton	Kings.....	R R Cormier.....	$147 66	
Havelock Corner, No. 8,...	Havelock.....	"	A Perry.....	148 29	
Bloomfield Station, No. 2,...	Norton.....	"	B P Steeves..	149 51	
Apohaqui, No. 25,.....	Studholm and Sussex..	"	J T Horsman.....	149 51	744 48
Edmundston, No. 1,.....	Madawaska.....	Madawaska...	J F Worrell.....	148 28	148 28
Blackville, No. 6,.....	Blackville.....	North'd	J C Carruthers.....	142 52	
Doaktown, No. 4,.....	Blissfield	"	G A Wathen.....	142 52	
Derby, No. 1,.....	Derby.....	"	E A Crocker.....	149 51	
Douglastown, No. 6,.....	Newcastle.....	"	M R Benn.....	149 51	
Newcastle, No. 7,.....	"	"	G K McNaughton.....	149 51	733 57
Chipman, No. 11,.....	Chipman.....	Queens.....	H P Dole.....	149 51	149 51
Dalhousie, No. 1,.....	Dalhousie.....	Restigouche..	R B Masterton.....	149 51	149 51
Fairville, No. 2,.....	Lancaster.....	St. John.....	A M DeWar.....	149 51	
Milford, No. 13,.....	"	"	W A Nelson.....	149 51	
St. Martins, No. 2,.....	St. Martins.....	"	W L McDiarmid....	147 06	
			" " June 1901	73	446 81
Fredericton Junction, No. 1,	Gladstone.....	Sunbury.....	H H Bridges.....	137 85	137 85
Grand Falls, No. 7,.....	Grand Falls.....	Victoria.....	M L Hayward.....	148 28	148 28
Dorchester, No. 2,.....	Dorchester.....	West'd	H B Steeves.....	148 28	
Sackville, No. 9,.....	Sackville	"	F A Dixon.....	149 51	
Middle Sackville, No. 11,..	"	"	A J McKnight.....	149 51	
Petitcodiac, No. 1,.....	Salisbury.....	"	R D Hanson.....	149 51	
Salisbury, No. 24,.....	Salisbury, Moncton & Cover.	"	A C M Lawson.....	142 52	

TABLE XIII.—Part Two.—GRAMMAR SCHOOLS: The Term Ended June 30th, 1902.

(Included in Previous Tables.)

Locality. Counties.	Locality. Towns.	Names of Principals and other Teachers receiving Grammar School Grants.	Above Grade VIII. No. of Departments.	No. of Teachers and Assistants.	Pupils. Grade IX.	Grade X.	Grade XI.	Grade XII.	Total No.	Legally authorized days department was open.	Provincial Grant, etc.—Salaries of the Teachers. Provincial aid for the Term.	Salary from trustees per year.	Rate of Salary for year.
Albert	Alma	T. E. Colpitts, A. B.	1	1	9	8	4		21	122	$ 209 31	$ 350 00	$ 700 00
Carleton	Woodstock	G. H. Harrison, A. B. Julia Neales	2	2	31	11	12		51	122 122	209 31 209 31	650 00 350 00	1000 00 700 00
Charlotte	St. Andrews	J. A. Allen, A. B.	2	2	23	9	4		36	115	198 17	450 00	800 00
Gloucester	Bathurst	M. R. Tuttle, A. B.	1	1	6	2			8	122	209 31	350 00	700 00
Kent	Richibucto	C. H. Cowperthwaite, A. B.	1	1	8	4			12	122	209 31 *1 03	350 00	700 00
Kings	Sussex	Wm. Brodie, A. B.	2	2	24	13	5		42	122	209 31	500 00	850 00
Northumberland	Chatham	Philip Cox, Ph. D	2	2	22	15	8	2	47	116	199 02	750 00	1100 00
Queens	Gagetown	D. L. Mitchell, A. B.	1	1	7	6	1		14	120	168 22	300 00	600 00
Restigouche	Campbellton	E. W. Lewis, A. B.	1	1	22	12	6		40	122	209 31	650 00	1000 00
St. John	St. John	H. S. Bridges, Ph. D. W. J. S. Myles, M. A. T. E. Powers, B. A. M. Maud Narraway B.A Elizabeth McNaughton.	11	14	188	119	81	6	394	121 121 121 119 118	..... 208 62 208 62 205 18 174 39	2400 00 850 00 600 00 550 00 300 00	2400 00 1200 00 950 00 900 00 600 00
Victoria	Andover	W. M. Veazey, B. A.	1	1	12	7	5		24	122	209 31	350 00	700 00
Westmorland	Moncton	Geo. J. Oulton, M. A C. H. Acheson G. Fred McNally, B. A.	3	3	70	45	22		137	122 122 122	209 31 209 31 209 31	850 00 650 00 500 00	1200 00 1000 00 850 00
York	Fredericton	B. C. Foster, M. A. H. H. Hagerman, M. A. A. S. McFarlane, M. A.	4	4	72	47	34		153	122 122 122	209 31 209 31 209 31	850 00 650 00 500 00	1200 00 1000 00 850 00
New Brunswick			32	35	494	298	182	8	982	.....	4213 59	13750 00	21000 00
Cor. Term, 1901			32	34	469	284	178	18	949	..	4460 47	13750 00	21350 00
Increase			....	1	25	14	4		33	.....	.....	.....	.....
Decrease			....	....	....	....	....	10		....	$ 100 88	.....	$ 350 00

* Balance for June, 1901.

NORMAL DEPARTMENT.

	Students in Attendance.						Frenchtown Dept.			Model Dept. Pupils.			On Account of Salaries.	Amount.
	New Brunswick	Other Provinces	Foreign Countries	Registered for Normal Course	Males	Females	Males	Females	Total.	Boys.	Girls.	Total.		
Term ended Dec., 1901										75	115	190	Eldon Mullin, M. A.	$ 566 6
													W. Crocket, M. A., LL. D.	1,200 00
													H. C. Creed, M. A., D. Lit	1,200 00
First term ended Dec., 1901	39			39	5	30	1	3	39				John Brittain	1,054 15
													G. A. Inch, B. A.	1,100 00
Session ended June, 1902	221			221	62	159			221				Alphee Belliveau	1,100 00
													M. Alice Clark	800 00
													Ed. Cadwallader, B. A.	250 00
Second term ended May, 1902	9			9				9	9				Amos O'Blenes	*165 00
													Mary E. Phillips	* 4 07
Term ended June, 1902										72	118	190	Mary E. Nicholson	*145 93
													M. Annie Harvey	*183 76
													Clara Bridges	* 67 09
													Lillian Nicolson	*126 33
New Brunswick	269			269	87	189	1	12	269				Total	$7,962 99
Cor. Session last year	198	2		196	29	130	12	25	196					
Increase	71			73	38	59			73				*These amounts are paid by the Board of Education in addition to the Provincial Allowance and to Salaries from Trustees.	
Decrease		2					11	13						

TABLE XV.—PUBLIC SCHOOLS: Closing Examinations for License; Year Ending June, 30, 1902.

| Terms and Stations. | No. of candidates admitted to the written examination and grounds of admission. | | | | | | Grammar School Class. | | | | MALE. | | | | | | | | | | | | | | | | | | | | | | | | FEMALE | | | | | | | | | | | | | | | | | | |

	Students in Attendance.						French Dept.			Dept. Pupils.			On Account of Salaries.	Amount.
	No. attended.	Left through various causes	Failed to Classify.	Eligible for Examination	Males.	Females.	Males.	Females.	Total.	Boys.	Girls.	Total.		
Term ended Dec., 1901.....	...	...	...	..	..	...	..	...	...	75	115	190	Eldon Mullin, M. A.....	$ 566 6
													W. Crocket, M. A., LL.D.	1,200 00
													H. C. Creed, M. A., D. Lit	1,200 00
First term ended Dec., 1901..	39	...	...	39	5	30	1	3	39	..	..	..	John Brittain.....	1,054 15
													G. A. Inch, B. A.....	1,100 00
Session ended June, 1902....	221	...	...	221	62	159	..	..	221	..	..	..	Alphee Belliveau.....	1,100 00
													M. Alice Clark.....	800 00
													Ed. Cadwallader, B. A....	250 00
Second term ended May, 1902	9	....	...	9	..	...	..	9	9	..	..	..	Amos O'Blenes.....	*165 00
													Mary E. Phillips.....	* 4 07
Term ended June, 1902.....	...	...	....	...	..	...	..	..	....	72	118	190	Mary E. Nicholson.. ...	*145 93
													M. Annie Harvey.....	*183 76
													Clara Bridges.....	* 67 09
													Lillian Nicolson.....	*126 33
New Brunswick.....	269	...	...	269	67	189	1	12	269	..	..	..	Total.....	$7,962 99
Cor. Session last year.....	198	2	...	196	29	130	12	25	196	..	...	..		
Increase.....	71	....	...	73	38	59	....		73	..	..	..		
Decrease	...	2	...	...	..	...	11	13	...	..	..	..		

*These amounts are paid by the Board of Education in addition to the Provincial Allowance and to Salaries from Trustees.

TABLE XV.—PUBLIC SCHOOLS: CLOSING EXAMINATIONS FOR LICENSE; YEAR ENDING JUNE, 30, 1902.

| TERMS AND STATIONS. | No. of candidates admitted to the written examination and grounds of admission. | | | | | | Grammar School Class. | | | | MALE. | | | | | |

Licenses, awarded upon Examination in December, 1901, and May and June, 1902.

r of applicants for each Class will be seen from the preceding
owing list contains the names of successful candidates only.

DECEMBER, 1901.

ass.—Howard B. Johnson, Willard B. Kay, Elmer T. Kennedy.
y, Samuel K. Nason, Annie P. Armstrong, Maude E. Brophy,
yson, Angelina Clowes, E. Hope Crandall, Anna M. Dibblee,
ugherty, Eva M. W. Duke, Martha L Elliott, Alice G. Gallagher,
Gunter, Mary B. Harrington, Lizzie J. R. Harvey, H. Milliken
Etbel May Hurley, Greta M Jones, Clara B. McCullough, Mary
mid, Minnie H. McDonald, Rosanna G. McNabb, S. Kathleen
ry M H. Mooney, Mary L. Murphy, Hannah M. O'Donnell, Olive
A. Bertie Richardson, Margaret Riedle, Ethel E. Swanson, Mary A.
Abraham Vienneau, M. E. Cecile Landry, Jane Genevieve Legere,
. Levesque.

MAY, 1902.

ird Class.—Jennie Sara Babin, Rosalie Barrieau, Philomene Chiasson,
M. Cyr, Azilda B. Daigle, Amelia L. Gagnon, Margaret Anderson.

JUNE, 1902

Grammar School.—John Howard Crocker, Charles D. Hébert, Chalmers
Mersereau, A. Ernest G. McKenzie, Raleigh Trites, Katharine R.
ilett, Bessie Harrison Wilson.

First Class.—Percy S. Bailey, *Arthur W. Barbour, *Allan A. Barter,
Frank H Blake, George W. Burton, John M. Clindinnin, Harry C. Cody,
Gustavus A. Colpitts, *Wm. Millen Crawford, *Abram M. Cronkhite, Arthur
. Eastman, Warren Orton Gray, Frederick A. Jewett, Lynus D. Jones,
Goldwin S. Lord, James Simpson Lord, Wm. W. K. Maxwell, Wm F.
McKnight, Holland R McGill, Walter B. O'Regan, Allan R. Reid, *Clarence
Shannon, Fred C. Squiers, John Stanley Smiley, E. C. Weyman, A. J. Witzell.

*First Class when passed in reading.

Florence J. Alexander, Lena Gertrude Babbitt, Glendine Yolinda Brewster, Sarah Lavinia Brown, Mildred Melissa Black, Mabel K. Burchill, *Grace A. Campbell, Susie E. Carruthers, Muriel M. T. Colpitts, Maude Louise Cuming, *Edith Gertrude Cummings. Josephine R. Cormier, Florence C. Estabrooks, Blanche Marion Fraser, *Mary E. Gillman, Violet E. Goldsmith, Mary A. Gillen. Addie M. Hartt, Ethel H. Jarvis, Annie M. Loggie, Evangeline LeBlanc, Marjorie F. Mair, Catherine F. Mair, Jessie E. MacLean, Augusta E. Smith, Sadie Sterling, Janie E. G. Strong, Winifred E. Thompson, Mary E. Tingley, *Clara G. Turner, Jessie G. Vince, Annie Hunter Whittaker, Margaret Wilson, Ada I. Wright, Nellie Young, *Mary Hill McBeath.

Second Class.—George Hazen Adair, Dexter W. Allen, Oscar J. McC. Allen, Artemas Allen, **William A. R. Archer, Nathan Tupper Blakeney, Fred L. Bowser, Frederick Roy Branscombe, Max D. Cormier, James Watson Crocker, C. Bradley Dalton, William P. Day, Percy Alex. Fitzpatrick, Martin G. Fox, Arlie T. Ganong, Louis LeB. Godard, Arthur E. Graham, Chas. Nelson Gregg, Hazen W. Hall, Grant Hawkins, John M. Keefe, **Albert P. Jewett, Walter S. Jones, E. Stanley Knox, Medley F. Miller, Arthur E. Mitchell, Donald L. McCain, Ralph McKinney, Milton A. McLeod. John D. McMillan, Goldwin I. Nugent, Asael W. Peck, Frank L. Shaw, Robert A. Simpson, Sydney B. Smith, Robert A. Taylor, Aaron E. Tower, Lorenzo N. Wadlin, Wm. John Young. Verna Pearl Alexander, Cora B. Allen, Pearl E. Babbitt, Della A. Brown, Christina J. Blake, Daisy Alice Bowser, Thirza E. Branscombe, Clara M. Brown, Harriet E. Brown, Jessie H. Brown, Maud Brown, Gertrude A. Cameron, Estella Y. Coburn, **Minnie E. Colpitts, May Evelyn Cook, Louise R. Copp, Rhoda J. Corbett, Bernadette Cormier, Mary Gertrude Creaghan, Lulu A Cronkhite, S. Janie R. Cameron, Alice T. Day, Elizabeth I. Daye, Florence O. Demille, Pearl Vinetta Dennison, Fannie F. Doyle, Seraph Elizabeth Dysart, Belle M. Eddy, Daisy B. M Farnham, Mabel I. Finn, Lena M. Firlotte, Annie M. Forsey, Evelyn E. Gallagher, Ella M. Gartley, Delia M. Gauvin, Jessie R. Gilliland, Annie G. Gillis, Lila L. Gillis, Ethel McL. Good, Ethel M. Graham, Mary E. Haining, Annie M. B. Harding, **Margaret Anne Harper, Annie J. Harrison, Patience N. Hawkes, Mary M. Hayes, Sadie B. Hogan, Lizzie M. Holmes, Lizzie E. James, Lydia A. Jewett, **Augusta G. Kelly, Mary Kathleen Keiley, Elizabeth B. Kelly, Myrtle A. Keith, Agnes A. LeBlanc, Hermeline T. LeBlanc, Isadora P. Leighton, Helen M. Lunnin, Mildred Pearl Milton, Mary G. Mitchell, Clara L. Moore, Annie L. Moore, Verna Blanche Murch, Lily Agnes Murdock,

*First Class when passed in reading.

**Second Class when passed in reading.

Nellie J. Musgrove, Flora H. McCallum, Marguerite E. McCormack, L. Ethel McCrea, Jennie Beatrice McCutcheon, Beatrice A. McEwen, Rachel McEwen, Emily I McFee, Ida M. I. McGerigle, Sarah C. McKenzie, Jessie McD. McKnight, Nellie M. McNaughton, Beatrice M. M. Newman, Sadie V. Newman, Alice Maude Nickerson, Minnie E. O'Brien, Alma L. Ogden, Mary Belle Page, Ruth G. Parlee, Minnie I. F. Pedolin, Verna R. Perkins, Bertie Harding Plummer, Jessie F. S. Patterson, Grace A. Peters, Margaret J. Phelan, †Maggie B. Pond, Susie V. Price, Emma J. Read, Selena M. Reynolds, Madge J. Ricketson, †Gertie Rosengren, Mabel R. Saunders, Mary A. B. Saunders, Ethel A. Sears, Minnie L. Seely, Ethel E Sharpe, Beula Maude Shaw, Georgia A. Sherwood, Mabelle C. Sherwood, **Ruby V. Sinnett, Hester G. L Sleep, Myrtle A. Slipp Minnie P. Spragg, Mabel Muriel Steeves, Violet M. Steeves, Helena J. Tamlyn, Louise Tomilson, Ella M. Tompkins, Louise V. Traill, Emma Walker, Grace H. Waring, Mary Weldon, Fannie E. J. Wetmore, Glenna Faye White, Annie W. Williston, Emily J. Williston, Bessie M. Wilson, **Effie J. Young.

Third Class -Harry Sterling Heustis, C. Frank Rideout, Margaret Alberta Barton, Agnes T. Cummings, Sarah Alice Jones, Alice Grace Kay, Myrtle A. C. Libbey, Annie Sophia Mowatt, Inez E. Murphy, Mary Gertrude McGraud, Josephine M. Welsh.

Superior Class.—Edward C. Weyman, Holland R. McGill, John S. Smiley, Fred S. James, Mildred M. Black, Maude Louise Cuming, Sadie Sterling, Annie H. Whittaker, Marjorie Ferguson Mair.

Passed for Superior Class in the Departmental Examinations held in July, 1902 —W. C. Anderson, Fred J. Carruthers, John M. Clindinnin, Gustavus A. Colpitts, W. Orton Gray, Jas. Simpson Lord, George P. McCrea, Fred C. Squiers, Susie E Carruthers, Florence C. Estabrooks, E. Marion Fraser, Myrtle A. Harmon, Annie M. Loggie, Mabel Shaw.

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†The Preliminary Examinations for this Class to be passed.

**Second Class when passed in Reading.

TABLE XVI.—PUBLIC SCHOOLS: LIBRARIES.

BONUSES PAID TO DISTRICT SCHOOL LIBRARIES DURING THE YEAR ENDED OCTOBER 31ST, 1902.

LOCALITY.			DATES OF PAYMENT.	VALUE.			Number of Volumes.
COUNTY.	PARISH.	Dist'ict		Local.	Pro-vincial	Total.	
Albert	Hopewell	No. 2	June 7th, 1902	$ 8 83	$ 4 42	$ 13 25	10
"	"	" 10	Dec. 24th, 1901	11 45	5 72	17 17	?
Carleton	Brighton	" 3	Dec. 14th, 1901	22 35	11 17	33 52	?
"	Kent	" 2	June 25th, 1902	8 44	4 22	12 66	26
"	Simonds and Wicklow	" 4	Mar. 17th, 1902	29 07	14 54	43 61	223
Charlotte	Dumbarton	" 7½	Nov. 18th, 1901	20 29	10 14	30 43	66
"	St. Croix and St. Andrews	" 2	April 12th, 1902	7 01	3 51	10 52	23
"	St. Patrick	" 2	Mar. 19th, 1902	20 00	10 00	30 00	54
Kings	Hammond	" 4	Dec. 9th, 1901	4 34	2 17	6 51	26
"	Kars	" 1	April 11th, 1902	6 03	3 02	9 05	28
"	Kingston	" 5	Nov. 2nd, 1901	8 20	4 10	12 30	47
"	Rothesay	" 2	June 7th, 1902	2 98	1 50	4 48	9
"	Sussex	" 2	April 14th, 1902	30 08	15 03	45 11	44
Victoria	Andover	" 2	June 24th, 1902	6 56	3 27	9 83	31
Westmorland	Moncton	" 2	Sept. 24th, 1902	15 48	7 74	23 22	61
"	Shediac	" 12	Feb. 24th, 1902	11 70	5 85	17 55	85
York	McAdam	" 9	June 25th, 1902	18 73	9 37	28 10	56
"	Manners Sutton	" 5	June 25th, 1902	20 70	10 00	30 70	109
				$252 24	$125 77	$378 01	898

TABLE XVII.—PUBLIC SCHOOLS.

Travelling Expenses Paid to Student Teachers Attending the School During the Terms Ended June and May, 1901.

(*Paid in 1902.*)

(Allowance of Mileage, 3 cents a mile.)

No.	Name.	County.	Am
1	Baxter B. Barnes,	Westmorland,	$
2	Gustavus A. Colpitts,	Albert,	
3	Angus M. Dewar,	Charlotte,	
4	Ruel E. McClintock,	Carleton,	
5	Gustavus E. Duncan,	Restigouche,	
6	Ed. S. McQuaid,	Albert,	
7	Wilford A. Rideout,	Carleton,	
8	Fred E. Squiers,	Carleton,	
10	Edna G. Alexander,	Sunbury,	
11	Florence L. Alexander,	Sunbury,	
12	Mary A. Knight,	Northumberland,	
13	Lena M. Miller,	Restigouche,	
14	M. Caulie McInerny,	Kent,	
15	Mabel E. McLeod,	Kings,	
16	Lavinia A. McTaggart,	Restigouche,	
17	Isabelle Reed,	St. John,	
18	Nettie Beairsto,	Carleton,	
19	Georgina G. Dickson,	Northumberland,	
20	Alice McKenzie,	Restigouche,	
21	Mabel McKinney,	Charlotte,	
22	Lena B. McLeod,	Carleton,	
23	Lottie L. Weldon,	Westmorland,	
24	Percey S. Bailey,	Charlotte,	
25	Willard Brewing,	Kings,	
26	Hugh A. Carr,	Restigouche,	
27	Abram M. Croukhite,	York,	
		Forward.....	$

TABLE XVII.—Continued.

No.	Name.	Name	Amount.
		Brought forward	$188 58
28	George W. Christie,	Charlotte,	5 70
29	William B. Deware,	Carleton,	4 86
30	Walter M. Donahoe,	York,	2 58
31	Arthur S. Floyd,	Kings,	6 66
32	Howard M Lambert,	Charlotte,	5 76
33	John Law,	Queens,	1 92
34	Joseph A. Salter,	Gloucester,	10 98
35	Ernest W. Sheils,	Queens,	1 92
36	George N. Somers,	Westmorland,	13 08
37	Will Whitney,	Charlotte,	5 88
38	Estella M. Alward,	Kings,	8 76
39	Jennie P. Alward,	Kings,	8 76
40	Patience Ballentine,	York,	1 80
41	Mary E. Barron,	Northumberland,	6 48
42	Maude W. Bradbury,	York,	2 70
43	Clara O. Burtt,	York,	1 08
44	Sarah A. Cameron,	Northumberland,	5 28
45	Susie E. Carruthers,	Northumberland,	7 02
46	Mary F. Cassidy,	Northumberland,	7 02
47	Cecilia A. Craig,	Charlotte,	5 76
48	Pearl L. Currier,	Queens,	1 50
49	Mary M. Desbrisay,	Restigouche,	12 12
50	Blanche W. Dixon,	St. John,	4 02
51	Ivy M. Dow,	York,	4 50
52	Annie Finnigan,	Kent.	9 78
53	Kate J. Flemming,	Northumberland,	6 84
54	Anna C. Gallagher,	Kings,	4 74
55	Ada F. Ganong,	Kings,	6 72
56	Elizabeth Gleeson,	St. John,	3 90
57	Lana M. Good,	York,	84
58	Anna E. Goodall,	Albert,	9 18
59	Lottie M. Gregg,	Kings,	6 42
60	Effie M. Hayward,	Sunbury,	60
61	Cecilia B. Hewitt,	Charlotte,	6 30
62	Eliza A. Ingraham,	York,	2 70
63	Eva S. Jacques,	Carleton,	3 78
		Forward.....	$386 52

TABLE XVII.—Continued.

No.	Name.	County.	Am
		Brought forward	
64	Hattie Jamieson,	Carleton,	
65	Lena M. Kearney,	Carleton,	
66	Bessie B. Kelly,	Queens,	
67	Ida J. Kierstead,	Albert,	
68	Martha J. Lackie,	Kings,	
69	Marguerite G. Legere,	St. John,	
70	Maggie R. Loane,	Gloucester,	
71	Annie M. Loggie,	Northumberland,	
72	Albina C. London,	Carleton,	
73	Ada L. Lutz,	Westmorland,	
74	Georgia A. Manzer,	Charlotte,	
75	Kezia C. Maxwell,	Charlotte,	
76	Annie G. Mitton,	Albert,	
77	Minnie I. Mott,	Sunbury,	
78	Annie L. Murphy,	Restigouche,	
79	Ella M. McAdam,	Carleton,	
80	Annie G. McAnulty,	Albert,	
81	Georgia H. McCready,	Charlotte,	
82	Lizzie B. McElwee,	Northumberland,	
83	Isabella J. McKenzie,	Restigouche,	
84	Katherine E. McLean,	Restigouche,	
85	Jessie E. McLean,	St. John,	
86	Perthenia O'Leary,	Kings,	
87	Ettawanda Palmer,	Queens,	
88	Bessie R. Porter,	Victoria,	
90	Florence M Roberts,	Queens,	
91	Catherine Robinson,	Kings,	
92	Mabel E. Schriver,	York,	
93	Cora A. Sherwood,	Kings,	
94	Agnes I. Smith,	York,	
95	Winifred Thompson,	Westmorland,	
96	Bertha L. Tozer,	Northumberland,	
97	Luella A. True,	Carleton,	
98	Victoria R. Turner,	Westmorland,	
99	Mary E. Turvey,	Restigouche,	
100	Linda M. Ultican,	Restigouche,	
		Forward.....	

TABLE XVII.—Continued.

NAME.	COUNTY.	AMOUNT.
	Brought forward	$632 88
Annie E. Vallis,	Queens,	3 54
Edith B. Wallace,	Victoria,	6 60
Kate S. Watling,	Northumberland,	7 80
Josephine M. Welch,	Carleton,	4 50
Francis P. West,	Carleton,	4 86
Ada I. Wright,	St. John,	4 02
Bessie M. Wright,	Restigouche,	12 60
Harriet W. Bolt,	St. John,	4 02
Annie M. Briggs,	York,	2 58
Janie S. Cameron,	York,	1 44
Bertha J. Crealock,	St. John,	4 02
Frances N. De Courcey,	Kings,	6 66
Myrtle A. Keith,	Westmorland,	9 00
Nellie J. Musgrove,	Kings,	6 42
Maggie N. O'Leary,	Kings,	7 20
Jennie R. Smith,	Sunbury,	1 50
Annie E. Wilson,	Kings,	6 66
*Grant Hawkins,	Carleton,	4 86
*Sadie B. Hogan,	Northumberland,	6 84
*Ella M. Gartley,	Carleton,	4 50
*Mary E. McMurray	St. John,	4 02
Joyime Cormier,	Madawaska,	6 84
Leonide Maillett,	Kent,	11 40
Jos. J. Mercure,	Madawaska,	8 10
J. Ed. Robichaud,	Northumberland,	8 76
M. Angelo Albert,	Gloucester,	11 58
M. Catherine Babineau,	Kent,	10 20
Beatrice Cyr,	Madawaska,	9 00
Jeanne Doucett,	Gloucester,	10 32
Rose J. Doucett,	Gloucester,	11 58
Amanda M. Gaudet,	Westmorland,	10 56
M. A. Lucie LeGresley,	Gloucester,	11 16
M. Catherine Losier,	Gloucester,	10 20
Josephine R. Maillet,	Kent,	9 90
	Forward	$876 12

* attendance previous term but claims for travelling expenses just matured.

TABLE XVII.—Continued,

No.	Name.	County.	Amount.
		Brought forward	$876 12
134	E. Helen Martin,	Madawaska,	8 10
135	Marie Michaud,	Madawaska,	9 96
136	M. A. Josephine Savoie,	Northumberland,	8 76
137	Marie Savoie,	Gloucester,	10 20
138	Catherine Theriault,	Gloucester,	11 40
		In Gov. War. No. 379.	$ 924 54

TABLE XVII.—CONTINUED. TERM ENDED DECEMBER, 1901.

No.	NAME.	COUNTY.	AMOUNT.
1	Howard B. Johnson,	Kings,	6 72
2	Elmor T. Kennedy,	Queens,	3 30
3	Leslie Murray,	Westmorland,	13 50
4	Samuel K. Nason,	York,	1 98
5	Annie P. Armstrong,	Victoria,	6 00
6	Maude E. Brophy,	St. John,	3 90
7	Sarah J. Bryson,	Sunbury,	66
8	E. Hope Crandall,	Carleton,	4 68
9	Anna M. Dibblee,	Carleton,	3 84
10	Emma J. Dougherty,	Carleton,	4 92
11	Eva M. W. Duke,	Kings,	5 34
12	Martha Elliott,	Kings,	7 68
13	Georgia B. Gunter,	York,	1 44
14	Mary Harrington,	St. John,	4 02
5	Lizzie J. R. Harvey,	York,	1 50
6	Ethel M. Hurley,	Gloucester,	10 98
7	Greta M. Jones,	Westmorland,	12 00
8	Mary W. McDiarmiad,	Northumberland,	7 50
8½	Minnie McDonald,	Northumberland,	5 28
8¾	Rosanna McNabb,	York,	4 08
9	Kathleen S. Marcy,	Carleton,	5 16
0	Mary M. H. Mooney,	Queens,	1 98
1	Mary L. Murphy,	Gloucester,	9 96
2	Hannah O'Donnell,	Carleton,	4 50
3	Olive H. Reid,	Queens,	3 90
4	A. Bertie Richardson,	Charlotte,	6 72
5	Margaret Riedle,	Kings,	6 42
26	Mary A. Wilson,	Charlotte,	5 22
27	Mary A. Mahoney,	St. John,	4 02
28	Louise G. B. Prescott,	Westmorland,	12 90
29	Abraham Vienneau,	Gloucester,	11 28
30	M. E. Cecile Landry,	Gloucester,	13 50
31	Jane G. Legere,	Gloucester,	11 58
32	Lizzie A. Levesque,	Madawaska,	7 50
		Gov. War. No. 963.	$ 213 96

TABLE XVIII.—PUBLIC SCHOOLS: YEAR ENDED 31ST OCTOBER, 1902.

Statement of Chief Superintendent's Provincial Drafts to Teachers and of County Fund Drafts to Trustees.

(Summarized in Tables IX., X. and XI.)

MEMORANDUM.	Provincial Drafts To Teachers.	County Fund Drafts To Trustees.
For Term Ended December 31st, 1901.		
References—In Warrants Nos. 379, 960	$70,658 95	
School for the Blind, Halifax, Warrant No. 379	1,105 91	
Amount County Fund, for term ended December 31st, 1901—Schools.		$45,396 63
School for the Blind, Halifax.....		1,105 91
Institution for the Deaf and Dumb, Fredericton.....		711 61
For Term Ended June 30th, 1902		
References—In Warrants Nos. 960, 961, 962.	91,568 24	
School for the Blind, Halifax, Warrant No. 967.....	1,087 50	
Amount County Fund, for term ended June 30th, 1902, Schools.....		46,683 78
School for the Blind, Halifax.....		1,087 50
Institution for the Deaf and Dumb, Fredericton.....		814 29
	$164,420 60	$95,799 72

LE XIX — SUMMARY OF THE PROVINCIAL GRANTS FOR THE SCHOOL SERVICE FOR THE YEAR ENDED OCTOBER 31ST, 1902

ols (See Table IX for details):		
Common,	$142,521 85	
Superior,	12,360 66	
Grammar,	7,344 68	
		$162,227 19
ool for the Blind, Halifax, (Table XI),		2,193 41
mal School: Salaries (Table XIV),		7,962 99
velling Allowance to Student Teachers, (Table XVII),		1,138 50
pectors' Salaries,		9,207 77
" Allowance, attending Conferences,		700 00
ication Office Salaries:		
Chief Superintendent,	$2,000 00	
Chief Clerk,	1,000 00	
Clerk,	800 00	
Clerk,	300 00	
Clerk,	54 00	
Clerks, (temporary)	127 67	
		4,281 67
avelling Allowance to Chief Superintendent,		400 00
cidental expenses:		
H. V. B Bridges, work on Course of Instruction,	$ 6 00	
John Brittain, part payment of expense of publishing proceedings of Educational Institute,	64 60	
Jos. McPeake, stenography,	3 50	
Charles Toner, trucking	5 10	
		78 60
Forward		$188,159 13

Brought forward		$188,190 1
Examination Expenses:		
License Examinations, December, 1901, and May and June 1902,		462 9
Departmental Examinations (Normal School Entrance, Matriculation and High School Leaving) June and July, 1902, ...	$803 57	
Less amount received in fees, ...	714 22	
		89 3
High School Entrance Examinations, ...		558 5
School Libraries, (Table XVI), ...		125 7
School House Grants (see statement in Chief Superintendent's Report		855 0
Conveyance of school children, ...		100 0
		$190,381 6

PART III.

APPENDICES.

APPENDIX A.

REPORT ON THE PROVINCIAL NORMAL SCHOOL FOR THE YEAR ENDED JUNE, 1902.

J. R. INCH, ESQ., LL., D.,
Chief Supt. of Education.

SIR: I have the honour to submit the following report on the Provincial Normal School for the year ended June, 1902.

As I did not enter upon duty till February, when nearly two-thirds of the session had passed, the report will lack completeness in some details.

From the official register it appears that the total enrolment for the year was 273, of which number 70 were young men. Of this total, 230 entered at the beginning of the session in September and 43 in January, the beginning of the second term. These numbers include the students attending the French Department of whom there were 4 during the first term and 9 the second—one of the former being a young man.

The Counties of the Province were severally represented as follows:—

Albert	14	Queens	17
Carleton	35	Restigouche	7
Charlotte	19	St. John	21
Gloucester	10	Sunbury	9
Kent	3	Victoria	2
Kings	25	Westmorland	37
Northumberland	28	York	38
Madawaska	7	Temiscouata (Quebec)	1

And the religious denominations as below:—

Baptist	66	Presbyterian	37
Ch. of England	35	R. Catholic	47
F. Baptist	26	Other Denominations	4
Methodist	58		

At the close of the first term in December, 40 of the enrolled number are recorded as recommended for examination for License of Class III. This

recommendation implies that each of these candidates had received profe sional classification, but the recorded estimates on the scholarship of sever of them do not warrant a recommendation for any class.

When the session closed in June, 208 were presented for examinatio for License as follows :—

For Class I..... 61
For Class II,..... 157

Classification of the above according to "Teaching ability and Skill was:— Superior, 0; Good, 100; Fair, 111; Not Classed, 7; and the classi cation in Vocal Music was:—Rote Singing and Theory, 10; Rote Singing, 1

GENERAL INSTRUCTION.

The course of instruction as prescribed by the Board of Education fo the Institution was for the most part faithfully and effectively carried ou One of these subjects, Book Keeping, has never received, and cannot, withou serious loss to vastly more important work, receive much attention. If th subject is to be retained in the course, the most that can be done is to giv the student some instruction in general principles through methods that ma prove helpful, should he afterwards be called upon to teach it. There i another requirement in the course which has, without any valid reason, bee largely overlooked. This is the recent regulation of the Board whic requires each Instructor to discuss and illustrate the methods of teaching th special subjects assigned to him, and which also provides that he shall examin his class by written papers at least once in each term in the instruction h has thus given, and estimate the answers and that these estimates shall for an element in determining the students professional standing. The require ment is one which must greatly enhance the importance of method and ensur in a higher degree skilful work in the public schools. It also gives eac member of the Faculty an interest and a responsibility in connection wi the special work of the Institution and as a consequence their joint estimate of this work will be accepted with confidence. So far as the records sho however, it does not appear that the regulation has been complied wit during the session under review.

PROFESSIONAL INSTRUCTION.

As no record or memo was left of the work that had been overtake before I assumed duty, it was deemed advisable to give as complete a cour on the subject as was practicable within the limited period. The cour

embraced principles and methods of teaching and school management, illustrative lessons, practice and criticism. The principles upon which all successful methods are based, were discussed. The study of psychology as a subject *in se* was deemed out of place in an institution which provides only one session of nine months for training the teacher. The established results of mental science were accepted as a basis and methods arising out of them were considered. School management embraced such subjects as organization, principles, and construction of time-tables, discipline, &c. The Model School affords illustrative lessons in the several subjects of the course. The students had opportunities for practice both in the Model and Normal Departments. The lessons given in their own classroom were perhaps in one sense the most serviceable. Here a lesson is given in any grade of the course by a student to his own classmates who must for the time being assume to be of the same age as the pupils of the grade. The advantages are that the Teacher has to modify his methods to suit the assumed conditions, and the students are compelled to look at the subject from the children's standpoint and to answer the questions accordingly. One of the greatest needs of an inexperienced teacher is to look at things as children look at them and perhaps one of the best means of supplying this need is to accustom him to do so through such exercises. The criticisms which followed the practice lessons were often the means of bringing out in a practical way the fuller significance of a principle and of confirming or rectifying the student's knowledge. Outlines of lessons or lesson plans were occasionally required as were also written exercises in professional subjects. In addition to the above the senior class had lectures on the principles and practice of some of the earlier educational reformers as Comenius, Pestalozze, Froebel.

The Governor General's Medals for the highest professional standing in the Senior and the Junior class were awarded respectively to Miss Florence C. Estabrooks of St. John and Miss Bell M Eddy of Clifton, Gloucester Co.

With the large number of students and the comparatively limited staff it is impossible to give them that amount of practice which is needed. Sometimes criticisms, notes of lessons, &c., have to be accepted in lieu of practice. Each student should have an opportunity of regular or special practice three times at least during the session.

MODEL DEPARTMENT.

This department provides instruction in the first eight grades of the prescribed public school course, and has a staff of four regularly licensed teachers. The schools practically form a part of the city school system, the Board of School Trustees under agreement with the Board of Education

supplying the pupils to the number of about 200 and paying a part of th Teacher's salaries. The Teachers are, however, the appointees of the Boa of Education and are under its control, and the schools are arranged a conducted so as to secure to the student-teachers facilities for observati and practice. There are therefore large demands made upon each of the schools but they need not and do not, under proper arrangements, interfe with the regular work. The illustrative lessons are such as should be giv in any case, and the practice lessons which are given in the presence of th regular Teachers may be made helpful towards securing on the part of th pupil the valuable habit of testing the extent and accuracy of his knowledg Moreover these demands are of great advantage to the school. They kee alive proper methods—a result which will prove of more value to the pup than the instruction itself—and they act as incentives upon the Teachers t put forth their best work. Were all the city schools efficient as they ar subject to the same visitations, no school interest would suffer in any way.

SLOYD.

Instruction was given in this subject to all the student teachers tw hours per week. All without exception were much interested in the wor so much so indeed that they seemed as if they had awoke for the first tim to the conscious possession of a new power. There is in the subject a educative value which far outweighs what is called its practical utility an and which would fully justify its introduction as an integral part of the scho course. I sincerely hope that the Board of Education will make such pr vision for continuing this instruction as will give to the future studen teachers the same privileges as their predecessors have enjoyed for the la three years through the wise munificence of Sir William MacDonald.

PROFESSIONAL TRAINING FOR UNIVERSITY GRADUATES.

I have long been convinced of the importance of making some profe sional training obligatory on graduates in Arts, who propose to engage teaching and who have never attended a Normal School. The service nee more men with that culture and breadth of view which a University suppli not only to maintain the scholarly character of our secondary education b to diffuse their broadening influence amongst those who have been le favoured and who have a tendency to fall into rote and routine. But the same gentlemen labour under considerable disadvantage when as Princip of graded schools, they find themselves incapable of judging of the re character of the work of their primary teachers or of giving them counsel

to suitable methods in varying circumstances. A course of one term's training suitable to graduates, or to undergraduates of the fourth year would benefit the whole service and bridge the gap in our otherwise complete system of training. Coming and going as many of the undergraduates have heretofore done as observers, just when it suited them, was useless to themselves, unsatisfactory to the Institution and not respectful to the Profession.

I have to thank the Instructors and Teachers of the whole Institution for their good service and cheerful co-operation in the work of the school, and yourself for introducing me in so kindly a manner to the student-teachers and for the interest you take in the Institution.

I have the honour to be, Sir,

Your obedient servant,

WM. CROCKET

Principal.

APPENDIX B.

INSPECTORS' REPORTS.

INSPECTORAL DISTRICT No. 1.

GEO. W. MERSEREAU, M.A., Inspector, Doaktown, N. B.

is District Embraces the County of Restigouche except the Parish of Balmoral and Districts No. 1½ Colborn and Balmoral and No. 3 Addington; The County of Northumberland except the Parish of Rogerville and Districts 4, 5, 12, 13, 14 and 15 in the Parish of Alnwick: in the County of Kent the Parishes of Harcourt and Weldford, and Districts 1, 2, 5, 9, 10 and 13 in the Parish of Stanley in the County of York.

HON. R. INCH, ESQ., LL. D.,
Chief Supt. of Education,
Fredericton, N. B.

SIR: I beg leave to submit my Annual Report for 1902. As I have alt so minutely with all the schools in my monthly reports, I shall do no re in this than notice briefly some of the salient features of the work as y presented themselves to me in daily rounds among the schools.

I am gratified to be able to report that owing to the revision of the quarters on the appointment of the seventh Inspector it has been made sible for me to visit each ungraded school twice during the year. uring the second term of this year I visited, with one exception, all the graded schools of my inspectorate that were kept open the full school ars on the days my arrangements were made to visit them. This is the st time in seventeen years that I have been able to do this, so for the ure I hope to be able to have a closer supervision over the schools under charge and to give more time to the professional aspects of my work n in many years. The distances I have to travel are just as great as er, and to drive from one detached portion of my Inspectorate to another ns time that could be profitably spent in the schools were the several ts of my district [illegible].

Teachers have been so scarce during the year that I have been compelled to recommend a greater number of Local Licenses than is good for the schools or the profession.

Though the Trustees of all the better class of districts appreciate the value of trained and experienced teachers and will engage none without testimonials of competency from some qualified authority, there are still some benighted districts that regard the keeping down of expense as of more importance than anything else. These latter are those that invariably fail to secure trained teachers and seem very willing to engage Local Licensees. In my opinion it would be better in such cases to allow the schools to remain closed than to issue Local Licenses. In that way the ordinary law of supply and demand would in course of time advance the salaries to a paying rate and thus induce many of our clever young people to remain in the profession.

There is in this Inspectorate a number of weak schools in remote and isolated communities that cannot afford salaries that would attract the better class of teachers. In times of scarcity Local Licenses might still be issued for these. I have been trying to confine the issue of Local Licenses to such districts and have met with a fair degree of success.

New school houses were built during the year in Nelson Village, No. 1, Nelson, and in Indiantown No. 3, Derby. I have not seen the former since its completion, but it is said to be a neat commodious structure, well suited to the requirements of the district and much nearer the centre of the district than the old one. It will accommodate three departments and thus do away with the overcrowding of the Primary Department about which I have frequently reported. The funds for the latter were raised by the Teacher, Miss Lottie E. Underhill, and the ladies of the district, by means of concerts, pie socials and the like.

The school house at Sevogle, No. 4, North Esk, has been extensively repaired, in fact, rebuilt, at a cost to the district that would have about built a new one.

These are about the largest outlays ; but much has been done in all the parishes in the way of ceiling, wainscotting, painting and repairs, supplying blackboards, maps, flags and flagpoles, blinds, and building fences, woodhouses, etc., to add to the usefulness and utility of the schools.

In Northumberland and Restigouche Counties the people value their schools, and an attempt to close one for a term, or part of a term meets with determined opposition. They may not have the true concept of what education is but they are firmly convinced of its desirability and thoroughly

ersuaded as to its utility in their children's life-equipment and readi
sume financial burdens for its acquisition. They show this by not on
eeping their schools open the year round, but in enclosing and beautifyi
e grounds, in providing apparatus, etc. In the Parishes of Kent Coun
ded to my Inspectorate by the last revision this is not so, at least to t
me extent. The school houses are not painted, or in good repair, they a
supplied with maps, blackboards, and other apparatus, the grounds a
rely enclosed and everything about the schools has an air of neglect a
ray. There are some notable exceptions to this rule such as at Gallowa
angeville and Mundleville and in the towns of Richibucto and Rexto
e cause of this is want of interest on the part of the people. As a
ustration of this lack of interest I would say that when I made my fi
it to the Parish of Weldford, in February, 1902, *ten* of the twenty-tw
hools of the Parish were closed and all but two of them remained clos
the end of the term, no effort being made to open them so far as I kno
s only fair to say that all these schools were opened the Second Ter
what value can be attached to education by these people and what mu
the state of public opinion in these districts, many of them with twent
e to thirty children, when such a state of affairs is allowed to exist.

It is to be deplored that there are so many parents even in the mo
progressive districts that always keep their schools open, who do not se
their children to school, or send them so intermittently that they rece
the benefit. Some penalty should be attached to such negligence whi
[illegible] regarded as a crime. As a rule the people who sin in this way a
themselves [illegible] ignorant and boast that they have got along w
[illegible] and their children can do the same. In the
[illegible] they seem to be poor creatures, eking out a miserable existe
[illegible] and in more questionable undertakings, and t
[illegible]

[illegible] SCHOOLS.

[illegible]

titled to *two*. The Trustees are alive to their privileges in this respect, and will, in the near future, arrange for departmental work in their High School, with teachers specially qualified for each group of subjects in the Collegiate Course. This is very essential in the Classical and Natural Science subjects especially. The Campbellton School has but one teacher for its High School work and it is marvellous how he can obtain the results he does. He has not the time to give a thoroughly practical course in the Natural Science subjects while he has all the work of Grades IX, X and XI. This school has the most progressive Board of Trustees of my Inspectorate, if not of the Province, and it will not be long before they will employ for Grade IX a teacher qualified to take a group of subjects throughout the High School Grades. The Richibucto School does not get the support from the town and county that it deserves. The parents are tinctured with the prevailing lack of interest already noticed as being a feature of the county. The enrollment at the time of my visit was twenty-two, a sufficient number if they came regularly. This large and populous county could surely supply a larger attendance to the only Public School within its borders qualified to prepare students for matriculation into the University of New Brunswick. Only *four* of the twenty-two were in Standard X, the highest standard in the school. Two of the four were studying Classics and Mathematics of the 11th Standard but the Principal did not think it wise to advance them to Grade XI and I quite agreed with him.

SUPERIOR SCHOOLS.

There are nine of these schools in my Inspectorate, viz., at Dalhousie, Newcastle, Douglastown, Blackville, Derby, Doaktown, Rexton, Harcourt and Bass River. They are for the most part doing fairly well the work for which they are intended. In a comparative estimate of their work I would rate Newcastle and Dalhousie among the best and Blackville and Douglastown among the poorest of these schools. As a matter of fact, Blackville can scarcely be ranked as a Superior School, so poorly do the pupils attend and so little interest is taken in the advanced work by anyone in the district. If better results are not shown at my next visit I shall be compelled to recommend that the Superior Grant be suspended, if not withdrawn from this school.

GRADED SCHOOLS.

For the most part the Graded Schools of this section do very satisfactory work. The exceptions to this rule have been mentioned in my monthly reports. In the larger towns where there is but one grade in a room and

rhere one would naturally expect to find perfect work, the surroundi
fford many distractions to draw the pupils' minds away from their studi
Iere the teacher's hardest task is to keep up the interest so as to stimul
he pupils to self exertion. Some fail to do this and their work degenera
nto "grind" and "cram" of the worst description in which the pupil becon
nerely a passive recipient. Hence the failures that have been noticed.
uch rooms the discipline is notoriously bad and order is preserved by f
uent resort to corporal punishment, a thing unknown in the best tau
chools. In the smaller villages the outside attractions are not so great
he teacher has four grades to teach, and to do this so as to keep all c
tantly employed at interesting and educative work requires ability of a hi
rder, perfected by years of experience. Appointments to these positi
re not always decided by merit.

UNGRADED SCHOOLS.

I can assert with confidence that these schools are doing better wo
han ever before, that the school houses are more comfortable, more attracti
nd better supplied with apparatus, that the teachers are better educat
ave greater skill and are more devoted than at any time in the history
ur free schools, and still they are not giving the satisfaction they ga
ears ago when they were much less efficient The demands made up
his class of schools are much greater than they were. Many parents livi
n the rural districts are ambitious to have their children acquire as good
ducation as the town schools afford. They have neither the means nor t
ecination to send their children away from home. They look to the distr
chool for what they require. The consequence is that while in former ye
was unusual to find in these schools pupils in advance of grade IV, now i
ot unusual to find one or more classes in advance of Grade V. To this
he fact that the course is fuller than formerly and it will be readily se
hat there are new demands made upon the country teacher not thought
n former times and that call for a combination of almost superhuman qualit
o ensure success. That success is attained in the majority of cases prov
he possession of these qualities by a majority of the teachers of rural scho

I shall give a brief review by Parishes of the portions of Restigouc
nd Kent counties which belong to my Inspectorate.

Dyke.—In the Settlement was unable to secure the services o
ather for the second term. The Dyke Settlement School is increasing
ze. The school in Sunnyside was closed during first term. Quinn's Po
ool House was repaired but it is still in great need of better furniture

Colborne.—The four schools of this small but wealthy Parish were kept in operation during the year and were more than ordinarily satisfactorily conducted. On Heron Island some much needed repairs were made to the school house.

Dalhousie.—The attendance at Shannon Vale School has fallen off considerably the last year or two. At Summerside the attendance is on the increase. The school at Dalhousie Junction made some needed improvement. At Richardsville the school accommodation was taxed to its limit.

Addington—Glencoe has a very small but well conducted school. Glen Levit school had such a mixture of old and new readers in its classes that the teacher found it impossible to do good work in this subject. The Flat Lands school has two classes (Grades VI and VII) in advance of Grade V.

Eldon—There are four schools in this Parish, all small except at Churchville from which the teacher was absent on business the day of my visit.

Harcourt—District No. 5 has the Superior school of two departments, and a small miscellaneous school a couple of miles away from the superior school. It would be better in every way to have the pupils of this small school conveyed to the Superior school building. Adamsville and Adamsville West have very inferior schools, though the enrollment at the former is quite respectable. Grangeville had the best school in the Parish at the time of my visit in September.

Weldford.—There are far too many schools in this Parish closed in the winter, for good results to be expected. All the schools opened second term but the smallpox broke out while I was making my tour among them and many of them were closed by order of the Board of Health. Brown's Yard keeps its school open during the summer only. If it continues this practice I shall recommend that it be joined to Bass River district. The upper Main River school house is sadly out of repair. The school at Bass River Point improved considerably during the year. Main River school should be one of the best in the Parish and should not be closed a single school day in the year. The Mundleville school was closed during first term. East Branch was open only second term and the same is true of Brown's Yard, Harley Road, Upper Main River, Smith's Corner and East Branch. Some repairs were made in South Branch school house. St. Norbert keeps school regularly but the pupils advance little beyond Grade II. Louisbourg repaired the inside of its school house during summer vacation. Maple Ridge is a new district. Beersville has a large enrollment and should never be closed as it was first term. Bend Road had no school for over two years till near the middle of second term.

Richibucto—East Galloway had not operated a school for a year befo he begining of second term. Mill Creek and Upper Mill Creek should oined. The two would make one good district that could keep a sch ontinuously and could afford decent school accommodation and applianc 'he trustees of the town of Richibucto made extensive repairs on the outsi f the Grammar School building and will repaint and refurnish the rooms nds permit. The school house at Jardine's Yard is a very poor affair a hould be replaced by a new building.

ARBOR DAY.

Arbor Day was observed by about the usual number of schools in abo he usual manner—part house cleaning and part holiday, with some cru ttempt at tree planting, not a whit more skilful than on the first Arbor D ow many years ago.

I had hoped that the yearly observance of Arbor Day in the scho 'ould lead to an interest being taken throughout the country, not only ree-planting and care of trees but in the whole subject of Forestry, and th a few years when the school grounds had become plentifully suppli ith trees, the roads and byways would receive attention, and finally th ach waste place would receive similar treatment and thus become "a thi f beauty and a joy forever." Greater progress would undoubtedly be ma our schools could we have districts large enough to embrace Parishes ven larger areas, with the Boards of Trustees partly appointed by t oard of Education and partly appointed by the County Council or elect the Parish meeting. We would thus get quit of the narrowness a etty jealousies that now hamper our advance.

MANUAL TRAINING.

The School Boards in several of the towns of this Inspectorate a eriously considering the advisability of opening departments of manu aining. The Campbellton Board, always foremost in everything that give romise of advantage to its schools, has arranged to open a manual trainin epartment at the beginning of next school year, the first so far as I c certain, to be opened in the Province under the Act passed last session e legislature.

I have the honor to be, Sir,

Your obedient servant,

GEO. W. MERSEREAU

INSPECTORAL DISTRICT No. 2.

GEO SMITH, A. B., Inspector, Sackville, N. B.

This District comprises the County of Westmorland and the Parishes of Coverdale, Hillsborough, Hopewell and Harvey in Albert County.

JAMES R. INCH, ESQ., LL. D.,
Chief Supt. of Education,
Fredericton, N. B.

SIR:—I have the honor to forward my Report for 1902.

The usual number of schools were in operation during the year. A few districts have not a sufficient number of pupils to maintain a school. These are Taylor Village, No. 22, Dorchester, which has only one child of school age, Second Westcock, No. 1, Sackville, and Coles Island, No. 8, Sackville. Some of the pupils of this district attend the school in No. 9, Middleton. No. 3, Dorchester, ran a school last term with an enrolment of four pupils. The pupils of this district are within reach of the Dorchester School and attended there for one term.

New school houses have been built during the year in Murray Road district, No. 13, Botsford, and in Long Lake, No. 23, Botsford. In Forest Glen district, No. 2, Salisbury, the school house has been moved to a more suitable location and an additional department built, so that this is now a graded school of two departments, and the school accommodation is much better suited to the needs of the district. The credit of this improved accommodation is largely due to the efforts of Mr. T. W. Colpitts. The usual amount of general improvements have been made in the various districts during the year. A new school house is needed in Hicksville, No. 15, Salisbury and Havelock.

WESTMORLAND COUNTY.

SUPERIOR SCHOOLS.

At the end of the year Mr. R. D. Hanson, M. A., resigned his position as principal of the school at Petitcodiac to accept the principalship of the Bathurst Grammar School. Mr. Harry Burns, B. A., was appointed to the Petitcodiac School. Mr. Burnett and Miss Laura Fowler continued to do good work in the Intermediate and Primary departments. Mr. A. C. M.

wson was followed by Mr. M. J. Wallace, in the Salisbury school at the ;inning of the year. This school which for several years has been a ool of three departments was at the first of the year reduced to two detments. I understand, however, that the Board of Trustees contemplate in establishing the third department. Mr. H. B. Steeves, B. SC., who y successfully filled the position of principal of the Dorchester School the year ended 30th June, resigned to accept a position on the High ool staff in Moncton city. Mr. B. P. Steeves followed him as principal this school. The other teachers are Mr. T. T. Goodwin, Miss Nichol, s Alice Alward, and Miss Chambers, Mr. F. A. Dixon, M. A. remains ncipal of the school in No. 9, Sackville. He has for associate teachers . Barnes, Miss Ramsay, and Miss Brownell. Mr. Fred. S. James fol-ed Mr. McKnight in the School in No. 11, Sackville, and Mr. J. T. en followed Mr. Field in the Port Elgin School at the beginning of the r. Mr. Fitzpatrick and Miss Birdie Doyle are Mr. Allen's associate chers. Mr. Webb remains principal of the Shediac School. He has ociated with him Miss Jessie MacDougall, and Miss Nesbit.

OTHER GRADED SCHOOLS.

Besides the Superior Schools there are in this county graded schools of departments each, in Fox Creek, No. 3, Moncton; Mill, No. 9, ncton; Lewisville, No. 10, Moncton; Lutz Mountain, No. 16, Moncton; rest Glen, No. 2, Salisbury, and Baie Verte, No. 2, Westmorland.

In many of the ungraded schools work beyond the requirements of ade V is done, and as many of these schools have a large enrolment ecially during the winter months the work for one teacher becomes very vy. More of these schools should have class-rooms and employ regular istants.

ALBERT COUNTY.

SUPERIOR SCHOOLS.

Mr. Wm. M. Burns was appointed principal of the Hillsboro school on retirement of Mr. Fred S. James at the end of the year. Miss Deborah hop and Miss Beatrice Steeves remain in the Intermediate and Primary partments. Mr. H. H. Stuart remains principal of the Hopewell Hill hool with Miss Grace McGorman in the Primary department.

OTHER GRADED SCHOOLS.

Besides the Superior schools there are in my Inspectorate in this county schools of two departments in Harvey Corner district, No. 3, Harvey; Riverside No. 1, Hopewell; Hopewell Cape, No. 7, Hopewell; Albert No. 10, Hopewell; Surrey, No. 3, Hillsboro'; and Demorselle Creek, No. 5, Hillsboro'. The Dawson Settlement School is now being operated with a teacher and an assistant.

The work done throughout the year has been on the whole quite satisfactory. The work in the Superior and other graded schools very satisfactory.

MONCTON CITY.

The High School staff suffered a loss in the retirement of Mr. Acheson who received an appointment in South Africa. Mr. W. A. Cowperthwaite, M. A., was appointed to fill the vacancy. The schools throughout the city continue to maintain their high standard of efficiency. A careful and judicious oversight is exercised over the schools by the painstaking and competent Superintendent, Mr. F. A. McCully, M. A., LL. B., who possesses in a high degree the happy faculty of adjusting any difficulty that may arise.

Should the principle of centralization which is being now advocated be adopted, and I hope it will be, there will be ample opportunity for carrying out the principle in this Inspectorate, as there are many populous and wealthy districts with school houses at very short distances apart. This is especially true of certain sections of Albert County where this plan could be carried out to the advantage of all concerned.

The Westmorland County Institute met at Port Elgin, and the Albert County Institute at Hopewell Hill. As it was not my privilege to attend either I cannot speak from personal knowledge, but from reports received I learn that both Institutes were as usual successful in a high degree.

The usual amount of improvements, external and internal, were made on Arbor Day.

I have the honor to be, Sir,

Your obedient servant,

GEO. SMITH.

INSPECTORAL DISTRICT No. 3.

R. P. STEEVES, M. A., Inspector, Sussex, K. C.

This District comprises the Parishes of Elgin and Alma in the County Albert, the County of Kings, East of the St. John River, and the County of Queens except the Parishes of Canning, Gagetown, Hampstead, Petersville and Chipman

J. R. INCH, ESQ., LL D.,
Chief Supt. of Education,
Fredericton, N. B.

SIR:—I beg to submit the following report on the condition of th public schools in Inspectoral district No. 3, for the year ending Dec. 31, 190

A scarcity in the supply of teachers has existed throughout the yea During the winter term I felt it advisable to recommend granting a fe local licenses. The schools in districts in which such local licensed teacher were employed, were for the most part very inefficient, and therefore un satisfactory to me. I find also that many rate payers disapprove of untraine teachers being employed. Accordingly, I have recommended no one fo local license during the summer term, although many districts have for th reason been without schools.

The practice of not opening school in the summer term until about th first of September appears to be growing in country districts. The service of the larger children are needed at home, and parents are not desirous tha the younger children should go to school until the days of the greate summer heat are gone.

I am able to say that the number of schools in which a very good cla of work is being done, is increasing. Perhaps more than the usual amou of attention has been given to the care of school property, and a correspond ing improvement in the appearance of school houses, premises, furniture an apparatus is the result.

GRADED SCHOOLS

The Alma grammar school continues in charge of T. E. Colpitts, Esq B. A. The primary department is taught by Miss Evelyn Bennett. Bot departments have a large number of pupils. Mr. Colpitt's room need

refurnishing. The work of this school would be more efficient if another department were established, as the principal has far too many grades to teach

The frequent changes in the principalship of the Sussex grammar school necessarily affect to a considerable extent the thoroughness of the work done Mr. A. B. Maggs, M. A. (Harv.), and Mr. W. C. Jonah, two very competent teachers, are now in charge of the grammar department. It is to be hoped, in the best interest of the school, that these gentlemen may be induced to remain in charge for a lengthened period. The enrollment of pupils in all the schools of the town is increasing each year. Before long the trustees and people will find themselves face to face with a problem of supplying enlarged accommodation.

Mr. Rex Cormier continues in charge of the Hampton superior school, with good success. At the time of my visit last spring I was able to note a marked improvement in both departments. Miss Frances Prichard is the primary teacher.

The Bloomfield superior school has a very small attendance of pupils in both departments. Mr. B. P. Steeves, B. A. and Miss Ada Wetmore were the teachers for the winter term. Since that time there has been a change in the principalship. It is my opinion that district No. 6, Norton, which has a considerable child population, and in which there has been no school for a number of years, should be united with district No. 2, in which is the superior school of the parish, and I intend to recommend the same to the Board at an early date.

The Apohaqui superior school had a complete change of teachers at the beginning of the summer term. Mr. Geo. McCrea and Miss Ada Northup assuming charge at that time. The enrollment in this school is also quite small, but I think not quite so small as it was a year ago. There is besides a feeling of confidence in the efficiency of the school which augurs well for its future success.

The work of the Penobsquis superior school I found at my last visit to be highly satisfactory, in both departments. Quite extensive repairs have since been made to the principal's room and new black-boards have been supplied. Principal G. T. Morton has resigned his position, and retires from the profession after many years of successful work.

Since the re-arrangement of grades in Havelock superior school, more satisfactory work has been shown, but there are far too many changes in the teachers, especially of principal, for the best results to be attained in the school.

The Elgin superior school has a very large enrollment of pupils. Another artment should be opened. The assessable valuation of the district ever, is not very large, and it seems difficult to convince the people of present in-efficient service.

There is little of special interest to report of the Hampton Village school ee departments). Mr. Orton Grey is the principal, Miss Margaret M. wart successfully conducts the primary department. I have strong hope before long, Hampton Village and Hampton Station districts will unite have a central school, which will also be able to accommodate two other ying districts. Many of the rate payers are in favor of such a union, ch, I think, could not fail to be beneficial in a very high degree.

I hope that the trustees of Norton Station district No. 1. Norton, will, re long see their way clear to the erection of a good school building ch is much needed. The number of children in the district is large. h a new house and a good staff of teachers there is an opportunity to e one of the best schools in the country.

A very efficient school is maintained at Sussex Corner. Both teachers e been in charge for some time. A supply of very excellent furniture recently been provided.

UNGRADED SCHOOLS.

Albert Co.—Nos. 2, 3, and 6, Alma have had schools both terms this year. o. 2 the school did not open in the summer term until quite late, as a her could not be procured. Hastings, No. 3 has procured some new iture and some apparatus. In Sinclair Hill, No. 6, the school is very l. Hebron, No. 8, has a larger number of pupils than for some time past. ry, No. 7, has had no school because a teacher could not be obtained.

No. 4, Elgin, has had a school during a portion of the summer term. er, No. 6, Elgin, is sadly in need of a new school house. I have brought matter to the attention of the trustees, and trust that a new school house e built next summer. Mullins, No. 8, has a school house in very poor lition. Steps are being taken to repair it. New furniture has been ided. Pleasant Vale, No. 11, has a very good school indeed. It ranks ng the best ungraded schools in this Inspectorate. Graves Settlement 18, had a school during the summer term—the first in several years. 7, 19 and 15, in the parish of Elgin were unable to get teachers.

Queens Co—At the time of my visit to the parish of Brunswick, there but two schools in operation, Nos. 1 and 3. Other districts were seeking hers but with little prospect of success.

District No. 4, Cambridge, has repaired its school house, so that the inside now presents quite a respectable appearance and it must be quite comfortable. New furniture is needed. Mill Cove, No. 6, had no school during the summer term. Trustees found it difficult to find a teacher. The house has been supplied with new furniture.

Thorne Town, No 3, Johnston, has a very poor equipment of maps and apparatus. The attention of the trustees has been frequently called to the needs of the school. I should regret if I am compelled to recommend sterner measures. Lower Rapids, No. 6, was without a school the summer term. The probabilities are, that before very long, No. 7, Johnston, must have a school. There has been no school in this district for ten or eleven years. Upper Salmon Creek, No. 13, Johnston, has provided new furniture. Nos. 2, 7 and 11, are the only districts in the parish of Johnston in which there has been no school some time during the year.

No. 3, Waterboro, has very well repaired the school house and provided new furniture. Nos. 5 and 6 have not yet been united. Both have had schools some time during the year. In both, the attendance is quite small. A union is most desirable. I hope, when I visit Young's Cove, No. 7 and Wiggin's Cove, No. 10, to find the school property in better condition than at my last visit.

The only district in the parish of Wickham not having school the summer term was Lewis' Cove, No. 8. The enrollment in Carpenter, No. 2, is very small.

Kings Co.—Goshen, No 4, Cardwell, has made some repairs to school house, and is again operating a school. Portage, No. 6, had no school during the summer term. The number of children in the district is quite small. The school house in Moore's Mills, No. 7, needs painting, as does also the school house in No. 8, after repairs have been made.

Saddleback, No. 5, has ceased to operate a school, as has also Londonderry No. 3, Hammond. Cause—very few or no children. No. 2 has again no school. The enrollment the last term the school was in operation was small. Martin's Head Road No. 7 is mostly wilderness land and should be made a part of Hammond Vale, district No. 4. os. 4 and 6 have the largest schools in Hammond parish.

Groom's Cove, No. 8, Hampton, has made thorough repairs to the school house. It is now a comfortable and respectable building. District No. 4, has had no school for about three years. In No. 7 the school house is dilapidated and presents a forsaken appearance. Through the efforts of a

former teacher, new furniture has been procured. Nos. 5, and 9, offer an excellent opportunity for centralization—both schools are quite small.

Elmwood No. 23, Havelock, has at present so few children to attend school, that none can be maintained. Cannan Road, No. 10, has provided new furniture, a hard-wood floor, and considerable apparatus. Springhill, No. 9, does not keep the school fence and grounds in good condition. They are untidy. Elm Corner, No. 7, on account of the large number of pupils in the district, has consented to grade the school, and two teachers will hereafter be employed. There has been no school in Perry Settlement, No. 3, throughout the year. The school in Anagance Ridge, No. 1, is very large. The capacity of the new school house is over-taxed. A gradual improvement in the school and school property in Corn Hill, No. 2, is taking place. There was no school in White's Mountains, No. 4, during the winter term.

There are six districts in the Parish of Kars. Four of them at least should be united, and a good school house built at Downeyville. Such a school would have no more than fifty or sixty pupils. Eastern Kars has a smaller attendance than any school in the Parish. It is however so remotely situated, it would be very difficult to unite the district with any other.

At Kingston Village, in the Parish of Kingston, the McDonald centralized school is expected to be in operation in September next. Five districts, I believe, are to unite, and the experiment of centralizing schools on an extended scale, so far at least as this Province is concerned, will be given a fair trial. Walton Lake, No. 14, which for some time has been without a school, had school during the summer term.

There was no school in Lower Norton, No. 4, Norton, during the winter term. A teacher was engaged who taught only a few days. A good school was in operation the summer term. At the time of my visit to District No. 5, Norton, the school had not been opened. Miss Mabel Chapman was in charge of the school throughout the year. There has been no school in Middleton, No. 11, for some time past.

Forrester's Cove, No. 6, Rothesay, has procured by means of a social, good school furniture. Much credit is due to Miss Gallagher, the teacher, for her efforts on behalf of the school. The school house is becoming dilapitated. I have called the Trustees' attention to the necessity for repairs at once. All the working districts in this Parish have had school during the year. Westmorland Road, No. 1, is defunct.

Pascobac, No. 16, Springfield, has not sufficient room accommodation for the number of pupils attending school. The furniture is also poor. Brunswick District No. 7, has thoroughly repaired its school house inside and out, but owing to difficulties in the district, there was no school during the summer term. Kiersteadville, No. 8, has again a school in operation. District No. 1, is lacking some needful apparatus. The school is not as satisfactory as I should like. East Scotch Settlement, No. 5, has now good furniture and a very good school room. In District No. 2, the enrollment is very small, but the school has been very efficiently conducted.

All districts in the parish of Studholm, with the exception of Nos. 1, 2 and 22, have had school some portion of the year, most of them throughout the year. New furniture is needed in the school at Lower Millstream, District No. 13. This District has a large number of children, and consequently a class-room assistant, holding a regular provincial license, is employed. The apparatus in the school is indifferent. In Summerfield, No. 5, some repairs have been made to school property, and a supply of apparatus obtained. Sheck, No. 2, has, I understand, on my recommendation, enlarged the school house. Carsonville, No. 4, is steadily improving its school, and the condition of its school property. A very good class of work is being done at Newtown, No. 8. Some needful apparatus should be procured in Collina School, District No. 15, but as their new school house is not yet paid for, I have not urged them too strongly. Improvements have been made to the school house in Fenwick District, No. 17, It looks better and is more comfortable. District No. 16, lacks a good deal of necessary apparatus for an efficient school. I have called the Trustees' attention to the needs, but have, as yet, received no intimation of compliance with my request.

New furniture and black-boards have been supplied for the school in Ward's Creek, District No. 7, Sussex. The school in Ratter's Corner, No. 11, is very small. It is doubtful whether the school can be continued. Very satisfactory work indeed continues to be done in Drury's Cove, No. 16. The same teacher has been in charge for over seven years.

Primrose, Border District, No. 2, Upham, which has had no school for some time, has under pressure again opened its school house doors to the children. Connor Settlement, No. 25, had a school during a part of the winter term. The Titusville School, District No. 3, is in need of new furniture. New furniture has recently been provided for the school in Barnesville, No. 1.

In Wallace, No. 9, Waterford, there has been no school throughout the year. Trustees say they could not find a teacher. Donegal, No. 4, has had no school for a similar reason.

Kennebecasis Island, No. 9, Westfield, has a very poor school house. I have recommended that a new one be built.

During the year, I have visited 404 schools and districts—230 during the winter term and 174 the summer term. I have made more than the usual number of written reports to Trustees, and have held several public meetings of rate-payers. I have endeavored to impress upon the people the advantanges to be derived from uniting weak and sparsely settled districts. It is quite easy to convince them of the greater efficiency that would result in school work, but the fear of increased expense delays action.

The annual meeting of the Kings County Institute was held at Hampton in September. A public meeting, largely attended, was held in the hall at Hampton Village. Interesting and instructive addresses were delivered by the Chief Superintendent of Education, Prof. W. T. Raymond, and others.

I have the honor to be,

Your obedient servant,

R. P. STEEVES.

Dec. 31, 1902.

INSPECTORAL DISTRICT, NO. 4.

W. S. CARTER, A. M., Inspector, St. John, N. B.

This District embraces the Counties of St. John and Charlotte.

J. R. INCH, ESQ., LL. D.
Chief Supt. of Education,
Fredericton, N. B.

SIR:—I beg to submit the following report for the year ended December 31st. 1902.

I have been able to overtake my work during both terms and not more than three schools in operation at the time of my visits have not been inspected.

Since my last report I have been relieved from the work in the parishes of Westfield, Greenwich and Clarendon, embracing in all about seventeen organized districts.

While having as much or more than I can do well, without these parishes, I feel regret leaving them as they contained very satisfactory schools and I had many pleasant associations with the people.

As I reported by parishes last year I will follow my usual plan and report more generally this year.

The School District.—There is an increase in the number of graded schools each year and possibly a small shrinkage in the number of ungraded. The city of St. John now employs about one hundred and sixty teachers—at the time of the union there were in the vicinity of one hundred and forty.

During both terms there were a few schools that were unable to obtain teachers.

There are a number of districts in which the attendance does not come up to the legal requirement and some of these could with great advantage unite with adjacent ones.

Centralization is becoming better understood, though there are yet many who are fearful of its results. As I have stated before, some object lessons are needed, and it would be of the greatest benefit if some circulars giving results in other places and explaining the general advantages of the plan were issued for general circulation. This has been done with excellent results in several states to the south of us.

The most instructive object lesson in this province will be that furnished by the Sir William Macdonald central school at Kingston which Prof. Robertson expects to open in September next. The experiment will prove the more educative as the group of schools will be entirely rural and ungraded.

Centralization on Campobello continues to give the utmost satisfaction.

I am still most strongly of the opinion that before any general or successful scheme of centralization can be carried out, that district school boards will have to give place to parish or, as they are styled in other places, township school boards.

Such boards would be better able to overcome the petty local feelings that often interfere now to prevent consolidation. There would be much more sentiment favourable to centralization if every man could be sure that the central school would be in his own district. From the wider field for selection, such boards should be more progressive and intelligent and as in the towns some of the members should be appointed by the Board of Education. It would ensure independent action as to the location of the schools, greater permanency and I believe, better salaries for the teachers.

In matters relating to assessment the change would be greatly advantageous.

It seems desirable that some change should be made in the manner of pointing assessors as considerable dissatisfaction is caused by their unequal luations.

Being at present the appointees of parish councillors, their work seems ther in the direction, in too many cases, of pleasing the powers that be, an of arriving at a just and true valuation. The whole tendency is in the rection of lower values, and the estimates in different parishes vary greatly. is results in a large number of poor districts.

There has been fully as much improvement in building and renovating hool buildings as in other years.

In St. John City, West, the La Tour, a very fine new building, has en occupied.

In the North End of the city, the Dufferin is in course of erection. is to take the place of the old Madras building and will provide ten rooms d an exhibition hall. It promises to be the equal if not the superior of y school building in the city.

The new school house at Dewolf, Charlotte Co. was occupied at the ginning of the year, and is well suited to the needs of the district. A fine w house has, during the year, been built at Whittier's Ridge, Charlotte . It will be opened at the beginning of 1903.

Prince of Wales, St. John Co., has almost completely rebuilt its house,

The following districts have made improvements of various kinds during e year.

Charlotte Co.—Seely's Cove, Beaver Harbour, Head of Letang ascarene, Basswood Ridge, Lawrence, Hill's Point, Young Dist., Ledge, rocker Hill. Bartlett's Mills Bay Road, Waweig, Orr, Levar, Oak Bay, Old idge, Valley Park, Lower Bocabec, Bocabec Ridge, McCallum, St. Andrews, dian Island, Fair Haven, Wilson's Beach, Welshpool, Seal Cove, Two lands, Roix, Clarence Ridge, Letete, Back Bay, Burns, Greenock, Baillie, nderson, Central Tower Hill, Gleason Road, Pomroy Ridge, Upper Mills, ennfield Ridge and North Head.

St. John Co—Musquash, Coldbrook, Golden Grove, Red Head, Mispec, ittle River, Pisarinco E, Handford Brook, Bains Cor., Fairfield, Coldbrook nail factory), Green Head, Greer, Lorne Hill, Milford and Quaco.

New or enlarged accommodation is required in Blacks Harbour, Burns, d Pomroy Ridge in Charlotte County, and in Fairville and Garnett in St. ohn County.

There has been the usual interest taken in libraries, pictures and im- roved apparatus.

Teachers—Teachers are scarce and this state of affairs will continue so long as other vocations offer stronger inducements to our young men and women. Business offices and hospitals continue to attract our best teachers and lately they have been in demand not only in South Africa, but in our own North West and the United States.

I have rather given up the expectation that our most intelligent school boards would endeavour to stem this tide by offering stronger inducements to good teachers, but where College graduates are appraised at $150 per year in a city and experienced teachers are placed upon the same footing as inexperienced, and allowed to retire because of a request for a paltry increase of salary after years of faithful service, what are the inducements for teachers?

The United States are getting our most highly cultured teachers at a great cost to us. The graded schools will be the last to feel the pinch, but to them it will surely come later, in the form of inferior qualifications. People have to pay more for every thing than formerly, except education, and the expenditure for that, in as far as teachers are concerned, remains stationary or has become less. The cost of living has increased to them as to everyone else, and the towns should set the example and give their teachers a substantial increase of pay. Some deserved increases have been given during the year to the higher grade teachers, which is a healthy sign and is a tendency which I hope will extend downward without delay. The only sure remedy is the fixing of a minimun salary for all classes of teachers, for, as long as country districts can get local licensed teachers, many of them will be indifferent to the class or quality.

I have recommended more local licenses this year than for a long time.

Space will not permit a reference to all the excellent teachers who have left the service during the year. Miss Maud Narraway of the St. John High School Staff retired to the regret of all interested in the school. Few teachers have enjoyed the confidence and esteem of the citizens to a greater degree than Miss Narraway. Miss Jessie Whitlock, one of St. Stephen's best primary teachers also retired, followed by the best wishes of all. Mr. Angus Dewar, after a very successful year's service in Fairville, resigned as did also Miss Annie Simpson, who had successfully conducted the intermediate department in the same place for several years. Both teachers enjoyed the esteem of the community and their resignation was caused by the refusal of the Board to grant them an increase in salary.

The St. John Board has been so fortunate as to secure the services of Mr. William Brodie, a great graduate of Harvard and a gentleman of the best culture and excellent qualification as a teacher.

My teachers have been active as usual in promoting the general interests in their districts and much improvement in the way of houses, school decorations, flags, apparatus, school grounds and gardens has been the result. While I have not room to particularize in the case of each teacher I give the names with apologies for any omission.

Charlotte County.—M. Lizzie Knight, Mary Hawkins, Mildred McLean, W. Whitney, Louise Miller, Mary W. Finlay, Carrie Craig, Florence Cunningham, Mabel Jones, Annie L. Adams, Jessie McLean, Evelyn Boone, J. A. Allen, Agnes Cunningham, Margaret S. McNeill, Jas. A. Edmonds, Harriet Batt, Jean Chaddock, Georgia McCready, Carl Hewitt, Nellie Polley, Margaret Hyslop.

St. John County.—Isabelle Pattell, May Watters, Kate Gardwood, Alice M. Dobaney, Katie McPartland, Hannah Floyd, Sadie Turner, Florence Debow, W. . McDiarmid.

Pupils.—The attendance in both St. John and Charlotte Counties was greatly curtailed by the outbreak of smallpox during the winter. Several schools were closed altogether and in all the fear of contagion kept many pupils from school. In the western part of Charlotte County there was almost a panic for a time. There were great numbers of children vaccinated with no ill effects, and the Boards of Health have notified teachers not to admit pupils who have not been vaccinated. There has arisen an unreasoning opposition in some localities to such a very proper safeguard and some districts are threatening to close their schools preferring ignorance to vaccination.

The boy question has been much in evidence in St. John City especially, during the year. There is no doubt that non-attendance at school and truancy exist in the cities. Parental control is often weak and there is at present no means but it, to check these evils. Public sentiment has been quickened by the recent occurrences in our midst, but it is doubtful if it is as yet sufficiently pronounced to vigorously enforce a compulsory law. It is rather peculiar that in Ontario and Nova Scotia, where the enforcement of attendance is optional with districts, and must be voted upon each year, that they always vote in favour of it and with equal unanimity fail to carry out its provisions.

It seems to me that if in each city the police officers had power to summon idle boys before the magistrate, who might have power to order them to school or to go to the reformatory for a term, that a good effect would be had.

The evil of employing young children in factories, while not extensive at present in my district is yet a growing one and should be looked to. In some districts in the vicinity of sardine and other factories, the schools are either closed in the packing season or their attendance is very small. Numbers of children from the Island districts go each year to work in the factories at Eastport and Lubec. The effect is very demoralizing, but there seems no remedy for this.

Course of Instruction.—There have been few changes during the year. It would be difficult to devise a course of study that would give rise to no criticism and the teachers display much divergence in opinion on many points. The new history meets with approval but the geography is not so satisfactory. I find it difficult to induce teachers to become less mechanical and to devote more attention to oral and mental arithmetic. I think it would be well to assign a mental arithmetic paper for license as was done some years ago. Much intelligent attention is given to spelling and writing and the results are good.

The teachers in country districts are rather disposed to put off the teaching of the Natural Science subjects, and to neglect them for the others. There is not great enthusiasm in the pursuit of these subjects among city teachers.

With grammar as arithmetic there is too much attention to text book. Our pupils do not generally express themselves well either orally or in writing.

Modern Education.—A great awakening is taking place as to the value of Manual Training, Domestic Science, Experimental Gardening and Commercial Training as factors in education.

Sir William MacDonald's foresight and generosity are beginning to bear fruit in this Province as it has done in others.

Each teacher who has come out from the school in Fredericton has done more or less missionary work, with the result that preparations have been made or will be made soon to introduce Manual Training in many places.

In my own district Musquash School under the tuition of Miss Agnes ucas has had three benches in operation for the year.

Mascarene has through the exertions of the teacher, Miss Harriet Bolt, been equipped to begin work at the beginning of the next term.

St. Andrews will provide Manual Training at the same time. It has en one of the first, if not the first town in the Province to inaugurate this rk.

I am informed that St. Stephen and Milltown have agreed to unite to ploy a teacher for this work in September next.

I regret that nothing tangible in this direction has been done in St. hn, which many looked to, to take the lead.

I think in order to give proper balance that Domestic Science should introduced where possible.

I have pleasure in reporting that by the exertions of Miss Katie cPartland, teacher at Bain's Corner, St. John Co., interest was aroused the district and all assisted to fence, plough, and grade the very com- dious school ground there. Many trees were planted, a beautiful flower rden laid out, and seeds of various kinds were obtained from Ottawa and nted. The result—the work of teachers and pupils—was a fine crop of cellent vegetables. This is the first example of experimental gardening in y district.

The Trustees of St. Stephen and Milltown have not as yet availed emselves of the permission obtained from the Board of Education two ars ago to introduce Modern Commercial Training into their schools.

The indications are that such will soon be introduced into the schools St. John. Mayor White, who is also a school trustee, has taken the matter hand and I hope his efforts may be successful. The St. John High hool with its facilities and large staff of teachers should be well able to apple successfully with the work and give the training that students have w to seek at Business Colleges.

School Grounds.—Mr. F. A. Holmes, renewed his offer of prizes for e greatest amount of improvement to school grounds during the year in e Island districts.

North Head, Grand Manan, won first prize and Welshpool, Campobello, cond prize.

The school grounds of Little Ridgeton and Basswood Ridge, Charlotte ounty, and Bain's Corner, Fairfield and Quaco, St. John Co., are worthy f special mention.

I regret to report that no special provision has been made in any of the wn schools for systematic instruction in music.

In St. John County a very largely attended and excellent County stitute was held in September.

No meeting of the Charlotte County Institute was held during the year owing to the meeting of the Summer School of Science in St. Stephen in July and August. The Summer School was well attended and its officers state that it was one of the best meetings in its history.

Respectfully submitted,

W. S. CARTER.

INSPECTORAL DISTRICT No. 5.

H. V. B. BRIDGES, M. A. Inspector, Fredericton.

This District embraces the County of Kings, west of St John River; the Parishes of Gagetown Petersville, Hampstead, Canning and Chipman, in Queens County; the County of Sunbury; the County of York, except the Parishes of North Lake, Canterbury McAdam and Southampton, and School Districts Nos 9, 10, 11, 12A and 13 in the Parish of Stanley

JAMES R. INCH, ESQ., LL. D.,
Chief Supt. of Education,
Fredericton, N. B.

SIR,—I beg leave to submit my report for the year closing 31st December, 1902.

I again have to report that the supply of regularly licensed teachers has not been equal to the demand. The demand for teachers of local license merely has been greater than in the preceding year, not confined to one county but uniform throughout the Inspectoral district. I am glad to be able to report, however, that local licenses were very largely confined to those teachers whose 3rd class licenses had expired and pupils who had creditably passed the Normal School Entrance examinations. In this way the efficiency of the School work was interfered with in a very slight degree.

In some school districts the trustees will not make any exertion to obtain a teacher, and if no application is made by a teacher to them personally,

ɜ school is allowed to remain vacant during the term or at least a greater rt of it. This only serves to emphasize the fact that greater care should exercised by the ratepayers, at the annual school meeting, in electing to ɜ office of school Trustee only those who have a direct, vital interest in ıintaining a good school.

Two districts in which no schools have been operated previously have en properly organized, and buildings have been completed during the ar—in No. 8, Gladstone, and No. 7, Manners Sutton, and there is no doubt realter schools will be regularly maintained in each.

At Enniskillen Station there are now about twenty children situated at ıst two and a half miles from any school, and I consider this fact actually ıards the growth of the place. Some means will have to be taken in the ar future to provide some better school privilege, than is at present afford- these children.

It was my intention to take up each parish in detail and make some re- rt upon the educational condition of each, but as there have been changes ɔently made in the limits of the Inspectoral district, I have thought best defer a detailed report until I may become better acquainted with those rishes in which I have only recently commenced the work of supervision.

I have prepared a statement of the number of districts, all of which are least either organized or capable of organization, and the number of hools and departments which have been maintained during both terms of ɜ year.

The number of schools is somewhat less than last year owing to the ɛt already mentioned, that great difficulty was met with in obtaining regu- ly licensed teachers.

It will be noticed that schools are maintained more uniformly in the unty of York than in Sunbury and Queens. This is largely owing to the ɛt that the number of pupils per school district is very much larger than in ɜ last mentioned counties.

PARISHES.	No. Schools and Departments in Operation	No. in operation during First Term.	No. in operation during Second Term
York Co.			
Bright	13	11	13
Douglas	19	17	17
Dumfries	5	4	5
City of Fredericton	26	26	26
Kingsclear	12	10	11
Manners Sutton	12	11	11
New Maryland	5	3	4
Prince William	9	8	8
Queensbury	10	10	10
Saint Marys	24	22	23
Stanley	16	16	16
Sunbury Co.			
Blissville	8	5	6
Burton	13	11	9
Gladstone	10	7	9
Lincoln	6	5	5
Northfield	5	4	3
Maugerville	4	4	3
Sheffield	7	5	6
Queens Co.			
Canning	8	5	6
Chipman	17	14	13
Gagetown	8	7	8
Hampstead	11	11	9
Petersville	15	14	14
Kings Co.			
Greenwich	5	5	4
Westfield	6	6	5
Charlotte Co.			
Clarendon	3	0	2
	277	241	246

New school houses were erected in No. 2, New Maryland, and No. 1A, w Maryland and Lincoln. A school building has also been provided in . 7, Manners Sutton. This is the first school house there has been in this trict and it is needless to say the necessity was great. In No. 8, Gladne, a house which had been started years ago was completed and a school ned.

In No. 6, Hampstead and Greenwich, the school house was burned down, loubtedly the work of an incendiary. A new building will be erected t year.

Substantial improvements have been made in the school houses in many ricts, also in the way of painting and providing new desks and apparatus.

I mention those districts that I have made note of, possibly there may some others:

No. 10, Bright; Nos. 8, 10, 11 and 12, Douglas; No. 1, Dumfries; Nos.) and 11, Kingsclear; No. 11, Manners Sutton; No. 6, Prince William; . 5 and 10, Queensbury; No 1½, Saint Marys; Nos. 5½ and 16, Stanley; . 2, 5 and 8, Blissville; No. 3, Lincoln; No. 1, Maugerville; No. 1A, ffield and Canning; Nos. 3 and 5 Canning; No. 1A, 3 and 8, Chipman; 5, Gagetown; Nos. 1, 10 and 11, Petersville.

GRADED SCHOOLS—YORK CO.

City of Fredericton.—Some changes have been made in the staff of chers. Miss Bridges who for several years had taught the primary detment of the Model School left for South Africa to assume charge of the ool of Practice in Pretoria, a position for which she had been personally cted by the Director of Education for the new Colonies, Mr. E. B. Sart. Her position was filled by Miss Lillian Nicholson of the York St. ool.

Miss Sarah Duffy who had for many years charge of one of the departts of the Regent St. school resigned at the end of June last. Miss Annie bits, B. A, who had conducted successfully the VII. and VIII. grades he York St. school, also resigned her position at the end of the first term, her situation was filled by Miss Sadie Thompson, M. A., then in charge he school at Morrison's Mills. In the High School a change was made the appointment of Mr. H. H. Hagerman, M. A., to the vacancy in the vincial Normal School caused by the resignation of Mr. Brittain. Mr. german's position was a difficult one to fill. Mr. Frank N. Patterson, B. A. cent graduate of the University of New Brunswick, and a teacher of some erience, was appointed to the vacancy.

The general character of efficiency has been maintained in the different Departments throughout the past year and the graduates of the High School have been singularly successful in the Departmental Examinations.

Truancy, which is now termed "a prolific source of crime," is but seldom met with in the departments of the schools in this city.

Marysville.—Some improvements have been made in connection with the wood shed and outbuildings, but the condition of school houses remains the same and they are not all that can be desired. Mr. W. T. Day is still the efficient principal of the six departments. The efficiency of the primary departments is much interfered with by irregularity of attendance, as the school is so far from the residents of the opposite side of the stream that it is hardly possible for little children to walk so far in cold winter weather.

St. Marys and Gibson.—Mr. A. H. Barker, who conducted successfully the Superior School for the first term, resigned to pursue his studies at the Provincial University. Miss Ida Myles, who has for some time taught the V. and VI. grades, was promoted to the principalship. Miss Maud Ashfield, who for several years was in charge of the ungraded school at Tay Creek, received an appointment on the staff, and I have no doubt will meet with the same success as in her former position.

The interior of the different rooms of this school building received thorough improvements during the summer vacation. New floors were laid and new black boards prepared.

Harvey Station.—The Superior School has been in charge of Mr. Jno. P. Belyea, and the trustees have retained his services for another year, as well as those of Miss Emily Hunter in the Primary Department.

Keswick Ridge.—It is a matter of regret that the trustees have still been unable to retain the services of a teacher for the superior school for a full year. The enrollment in both departments is decreasing, and it is doubtful if the superior school requirements will be fulfilled many years longer.

Stanley Village.—Though there is not a superior school in Stanley the enrollment is much larger than in some graded schools that are receiving the grant, and the work that is being done compares very favourably with the avarage so called superior school. In this modern, thriving village there should be a school which would prepare pupils at least for the University, and it is to be hoped that a superior school grant will be obtained before long.

QUEENS COUNTY.

Gagetown.—The County grammar school continues under the charge of . D. L. Mitchell, B. A. and is doing good work, pupils being prepared the University and the Provincial Normal School. Mr. Geo. Dingee o taught the primary department for a number of years was compelled on ount of his eyesight to give up the work of teaching. Miss Laura Chase ıow teaching this department.

Chipman.—The rate payers at the last annual meeting showed their ive interest in maintaining an efficient school by voting more money for teachers' salary and manifesting a disposition to erect a new school lding in the near future. Mr. Harvey P. Dole who had charge of the ıerior school for several years resigned to attend the University of New ınswick, and the school is now conducted by Mr. A. C. M. Lawson who entered upon the work earnestly, and brings with him the prestige of a nber of years successful experience in the work of teaching.

The rapid increase in population which is already noticeable in the age of Newcastle, and the probability of its being the centre in the de- ɔpment of the coal area in that vicinity, will no doubt raise the village ool to the rank of a graded, and eventually a superior school.

SUNBURY COUNTY.

The only graded and superior school in this County is F'ton Junction, l it is one of the best in this Inspectoral district. The pupils in the rmal School entrance examination have always taken a high stand, and general character of the work of the pupils is excellent. Mr. H. H. dges was principal the first term, and during the remainder of the year . F. N. Patterson B. A., and Mr. Chas. L. Richards. The primary ɔartment is taught by Miss Addie Hartt.

UNGRADED SCHOOLS.

The large majority of schools in this Inspectoral district are included ler this heading, and in a report of this length it is of course impossible make anything like a statement in detail of their actual condition. doubtedly what retards the educational progress of these schools is the ıtinual march of teachers from one school to another, and the short period service during which so many teachers are engaged in the actual work of

teaching. During one term a supervising officer may be quite satisfied with the educational progress in a whole parish, and yet in the very next term the good work may be almost obliterated by the inexperience and inefficiency of those in control,

The average school trustee is slow also, to appreciate the value of experience; indeed it is not uncommon to find the idea prevailing that the teacher fresh from Normal School is like the proverbial new broom which sweeps clean.

There certainly has been a marked improvement in the character of the interior decorations of our school rooms. In no place has a beautiful picture more influence for good than on the walls of an elementary school. Of course it is easy to disfigure a school room with daubs of colour that lend no charm and do not cultivate taste. But it is now easy for the earnest teacher to procure pictures for this purpose which have both beauty and story as they are within easy reach of nearly every school in the country, and the providing of suitable frames is not beyond the skill of pupils with occassional assistance from the teacher. The beneficient influence of a beautiful school room is not easily over estimated, while on the other hand a dingy and dilapilated school house is a frequent cause of disorder and low aims, and it is not an exceptional experience of a supervising officer to note that the removal of a school from an old building to a new has caused a transformation in the school itself. It is with pleasure therefore that I report an improvement in this direction.

There has also been improvement in school discipline. An Inspector may still find some teachers attributing their failure in this regard to external conditions such as school surroundings and home training, when he knows that there are other teachers who could step into their places and easily change discord into harmony.

Yet improved scholarship, special training, combined with greater natural aptitude, and more cheerful manner among our teachers, have produced more practical wisdom in dealing with the little affairs that make up school life, and a very important feature in the large majority of our schools today is the cheerful, even happy response to all that is required of them by the teacher.

The number of school districts in which the average attendance falls actually below that required by law is somewhat increasing, particularly in the Counties of Sunbury and Queens. The enrollment of a number of schools is so small, however, that the removal of one family from one

district to another may change the conditions of both, and as there is continual moving from one district to another, districts that now do not come up to the requirement may in a year or two more than fulfil the conditions. Two years ago many of the school districts bordering on the proposed railroad line from Chipman to Fredericton hardly fulfilled the conditions of the law. Since then there has been quite a change for the better.

ARBOR DAY.

I have reported about the same number of districts as in former years from which I have received an account of what has been done on this day. From personal examination I am satisfied that much has been done in schools from which I have received no report. It is customary with some teachers to call the roll in the afternoon and then spend the rest of the day in working with the pupils on the school grounds. It seems very little use, however, in attempting to set out trees or shrubs, or make flower beds, unless the grounds are properly fenced and even then much damage is done in vacation in those districts where cattle are allowed to wander at will on the roads, as gates will occasionally be left open.

No County Institute was held in this important district during the year. The Provincial Teachers Institute was held in Fredericton the last week in June, and as the large majority of teachers were present at its session it was thought advisable by the executive committee to postpone the County Institute till the long term. Arrangements have been made to hold the York County Institute on the Thursday and Friday preceding the 24th May. The teachers of Sunbury County will probably convene with them. An Institute will also be held in Gagetown probably in June. In Queens County it is not possible to select a place for holding a Teachers' Institute which is easy of access to even the majority of the teachers of that County, and for that reason the attendance at County Institutes in that County has always been proportionately small.

I have the honor to be, Sir,

Your obedient servant,

H. V. B. BRIDGES.

INSPECTORAL DISTRICT No. 6.

F. B. MEAGHER, M. A., Woodstock, Carleton Co., Inspector.

The District embraces the Counties of Carleton and Victoria except the Parish of Drummond; and the Parishes of Canterbury, North Lake, McAdam and Southampton in York County.

JAMES R. INCH, ESQ., LL. D.,
Chief Supt. of Education,
Fredericton, N. B.

SIR,—I beg leave to submit the following report for the year ending December 31st, 1902.

Some noteworthy features in connection with the year's work in this Inspectorate are: extensive improvements in the externals of education, detailed elsewhere in this report; an increased interest in nature study and its more effective treatment in the schools generally; and the proposed establishment of manual training schools to be provided for by Sir William McDonald. This last named feature deserves further mention. In order to encourage the training of the hand and eye as well as of the mind, and to facilitate the consolidation of rural schools, Sir William McDonald has made provision for the establishment of manual training schools at Florenceville and Andover, and such other places as may be subsequently determined upon. The lumber and tools used in connection with the manual work will be provided free, and an acre or more of land will be purchased in the vicinity of each school where the work is being carried on, so that the pupils may be enabled, under competent supervision, to cultivate their own plots of ground, and to observe in a practical and intelligent way the conditions of plant life and the requisites of the soil for plant growth, as soon as the advantages that will thus be extended to children in the places selected, become apparent to the people in the surrounding districts, it is expected that they will desire to have their children enjoy the same advantages, and will avail themselves of the provisions of section 57 (2) of the School Manual. This section provides for the combination of contiguous districts into one district, and the conveyance of the children to and from a central school, one half of the cost of conveyance to be borne by the entire district, and the other half by the Provincial Government. As the central school will require to have several graded departments in consequence of the number of

pupils thus brought in, not only will special advantages be afforded the way of manual training and nature study, but the other subjects e braced in the course of instruction can be treated far more effectively th in the ungraded schools of the country district.

Provision is also made by Sir William McDonald for the appointme and support of a travelling instructor, whose duty, as nearly as I can lear will be to place the scheme on a practical working basis; to proceed from scho to school and supervise the manual and field work; to give lessons in natur science; to encourage and aid the consolidation of districts; and in gener to see that the intentions of Sir Wm. McDonald in establishing these scho are properly fulfilled. This will be strenuous work for some years to co and on the ability and energy displayed in its prosecution the succe of the scheme will mainly depend. All will be pleased to learn that M John Brittain has been appointed to the position of Travelling Instructo and all will unite in saying that the right man has been chosen for the ri place.

I have dwelt upon this subject at some length, but not longer, perha than its importance demands, for I regard the establishment of these scho as a very decided gain in the way of educational progress and a promise better things for the country district which will thus obtain benefits a privileges not now within its reach, and which might otherwise be indefinit postponed.

Appended are some notes on the educational condition of each par in my Inspectorate.

Aberdeen.—A handsome and up-to date schoolhouse has been erected Glassville. There are no strong cross lights in the schoolroom to injure t sight of the pupils, the windows being placed chiefly on the south side the house. On the north side several small windows about a foot square a placed near the ceiling for the purpose of ventilation. The children livi in the lower end of this district are conveyed to and from school in acco ance with the provisions of Section 57 of the School Manual. The peo living in Ketchum Ridge are anxious to have a school district establish there. As there are only six families (representing fifteen children) it w be hard for them to successfully maintain a school.

This is one of the many hardships connected with pioneer life in isola localities. Every effort will be made however to carry out their wish if it be possible.

Northfield No. 13 comes under the head of Section 121 of the Act.

LAKEVILLE SCHOOL No 6, WILMOT, CARLETON CO.
Empire Day, 1902.

Brighton.—At the close of the last school year Mr. John Page succe Mr. Jos. Howe as Principal of the Superior School at Hartland This s has three graded departments. The school in Hayward, No. 13, was c this term. East Cloverdale, No. 19, after a long period of inaction is operating a school continuously. Highgate, No. 18, has less than t children of school age, and it will be necessary to have them convey Ashland, No. 10. The school in No. 15 was in operation this term.

Kent.—The house in Egypt, No. 1½, has been repaired and painted new house will probably be erected next year in Moose Mountain, N It is very much needed. In the locality commonly known as "The G there are a number of children to whom school privileges should b tended. The people are poor, and scattered over quite an extent of tory, but I believe they could support a school by making a strong e and I hope to have a district established and a school in operation the the near future.

The tide of affairs is flowing quite smoothly now in the De Mer Settlement, and school is kept in constant operation.

Northampton.—After being in operation about a month of the pr term, the school in No. 3 was closed on account of the illness of the tea Miss Ethel Bourne.

Grafton is now operating an ungraded school. The enrolment a time of my last visit was forty. The removal of several families from Marnock, No. 11, has rendered it impossible for the few remaining ratep to support a school, and the district is nowdisorganized.

Peel.—The new school house in Mt. Pleasant, No. 4, is nearly pleted and will shortly be ready for occupancy. The arrangement ventilation and the admission of light are not quite modern, as the tru were averse to having the windows placed principally on one side o house, but in other respects it is a handsome and serviceable building. school in this district was closed last term, but it was reopened this ter the old school house under the management of Mr. John Guy. With exception all the schools of the parish were in constant operation durin year.

Richmond.—The house in Debec, No. 3, has been repaired and out-buildings have been erected. Repairs are greatly needed on the h in Monument, No. 11 A. Greenville, No. 13, has barely the prescr number of pupils for the operation of a school, and it is probable that will be conveyed to the school at McKenzie Corner.

Simonds.—Mr. Fred Squiers has succeeded Mr. D. W. Hamilton, B. A., as Principal of the Superior School at Florenceville. During the time that Mr. Hamilton was in charge, he not only greatly improved the efficiency of the school, but by his personal efforts succeeded in procuring much needed apparatus. In the latter work he was assisted by Mrs. H. L. Ross, the teacher of the primary department. The same dilapidated school house still remains in St. Thomas, No. 6. The school there was closed this term.

Wilmot.—There are two graded schools in this parish; the one (a Superior School) at Centreville, and the other at Lakeville. Their respective Principals are Miss Ruth Reed and Miss Lena B. McLeod, both of whom are faithful teachers. The school in Deerville, No. 8, was closed this term, as repairs were being made on the house. The house in No. 11 has been thoroughly repaired, and will no longer be uncomfortable for the pupils during the winter months.

Wicklow.—Of the sixteen districts of this parish all with the exception of No. 8, operated their schools continuously during the year. After a long period of inaction, No. 8 reopened its school this term, Miss Lizzie Holmes being placed in charge. An application has been made for the establishment of a new district between Upper Knoxford and River De Chute, adjoining the American boundary. It is claimed that there are seventeen ratepayers and thirty-two children in the proposed district. This matter will receive my attention when I resume work next term.

Wakefield.—The school in Rosedale, No. 4, was closed during the present term to admit of repairs being made on the house. There being less than twelve children in Third Tier, No. 6, they are conveyed to the school in an adjoining district. Jacksonville, No. 7, has a Superior School, the principalship of which has been satisfactorily filled by Mr. C. H. Gray for ten years. The schools in Hartford and Wakefield Centre were closed this term, presumably, for the reason that no teachers could be procured.

Woodstock.—There are fourteen districts in this parish. Upper Woodstock, No. 6, will operate a graded school next term. The present teacher, Mr. I. N. Draper, will act as principal. Porton, No. 11, has less than twelve resident children. In Springfield, the adjoining district, the enrolment during the present term was seven, and it was necessary for the

trustees to obtain your permission to operate their school. Some time ago a proposition was made to combine these two districts, but it was found to be impracticable.

Town of Woodstock.—The schools of the town of Woodstock contain in all fourteen departments under the principalship of Mr. G. H. Harrison, M. A. There is evidence of an increasing interest being taken in the school work both by trustees and parents, which cannot but serve as an encouragement to the teachers. The present large enrolment in Grades IX, X, and XI of the Grammar School departments—the greatest within the past ten years or more—is an indication that the schools in general are prospering under their present management. Miss Ella Smith, the teacher of one of the primary departments of the College Schools, has retired after a number of years of faithful and efficient service. Miss Smith's resignation will be greatly regretted by all concerned. Her successor is Miss Maud McAdam. I understand that the School Board has had under consideration the advisability of establishing a department for manual training. It is the general opinion amongst those qualified to judge that manual training in connection with our schools has come to stay, not only on account of its direct practical value, but also of the increased stimulus that it gives to the school work in general, and it is to be hoped that the Board will consider the matter favourably, particularly when it is borne in mind that one half of the cost of the equipment for the manual work will be paid by the Provincial Government and the sum of fifty dollars awarded yearly to each teacher in charge from the same source.

VICTORIA COUNTY.

Andover.—A falling off in the attendance at the Grammar School in Andover has caused the primary department to be dispensed with. It is now combined with the intermediate department, under the control of Miss Bessie E. Scott. The principal is Mr. W. M. Veazey, B. A. This district contains a handsome school house with large airy and well lighted rooms. Flush closets have been placed in the basement, and every provision made for the health and comfort of the pupils.

In Carlingford there are so many children living at a remote distance from the school house that they should be conveyed there by teams. The present agitation to have the house moved, even if it succeed, would only partially settle the difficulty.

The school in Tomlinson, No. 6, was closed last term, but this term all ıe schools of the parish were in operation.

The school in Bairdsville was conducted by Miss Iva Baxter, a graduate : the Manual Training School at Truro.

Drummond.—This parish is now included in Inspector Doucet's district.

Gordon.—At the time of my last visit to Arthurette, the school was osed, and everything in the school room had a battered and neglected ›pearance. The trustees then promised to set things to rights, and I preıme they have done so, though I have not since heard from them. There a well equipped school in the new district at Plaster Rock, No. 4. The ›hool in Sisson Ridge was closed at the time of my visit in September last.

Grand Falls.—Mr. J. C. Carruthers has succeeded Mr. M. L. Hayard as principal of the Superior School at Grand Falls, which now conıins four graded departments. The school in Silver Beach, No. 5, was reɔened this term, an unlicensed teacher being placed in charge. The two :hools in the California Settlement are operated in a very unsatisfactory ay. The house in South California has outlived its usefulness for school urposes, and should be replaced by a new one.

Lorne.—There is a good school in Riley Brook, No. 4. The teacher is lr. H. M. Manzer. Nictau, No. 5, is about sixty miles up the Tobique ver, and on account of its remote situation finds it very difficult to procure teacher. Owing to the energy of the Secretary, Mr. W. M. Mil er, this ifficulty has generally been surmounted, but no teacher was available this ırm, and the school could not be reopened. The remaining districts of the arish succeeded in obtaining teachers.

Perth.—Repairs are needed on the house in Forest Glen, No. 4, and etter apparatus should be provided. This district is small and barely conıins twelve children. The Scotch Colony in this parish contains four disicts, namely, Upper Kintore, No. 9; Lower Kintore, No. 10; Bon .ccord, No. 11; and Lower Kincardine, No. 12. A new house is needed ı Lower Kintore. No school was operated there this term. The house in 'pper Kintore is beginning to wear a very dilapidated appearance. The :hools in Bon Accord and Lower Kincardine are very well equipped, but ıe enrolment in both districts is small.

YORK CO.

Canterbury and North Lake:—Mr. Maurice Coll is now the Principal of the Graded School at Canterbury Station, and is giving good satisfaction in that position. The schools in Pocawagomis and Dorrington Hill were re-opened this term. Repairs have been made on the house in California Settlement, No. 10½. The school in Inch's Ridge, No. 24, where the Sloyd Work is being carried on, is now conducted by Miss Bessie Kelly.

McAdam:—My first tour of visitation to the schools and districts in this Parish was made in the month of December. The Superior School at the Junction has three graded departments, in all of which good work is being done. The Principal is Mr. H. F. Perkins. St. Croix, No. 7, has been disorganized for some time, but a general meeting will be held on the 10th day of January next at which trustees will be elected and provision made for school purposes. St. Croix South, No. 8, will have less than an enrolment of twelve when the school in No. 7 will be re-opened, and if these two districts should elect to combine under the Provisions of Sec. 57 (2) of the Act it would be much to their advantage.

Southampton:—This Parish contains eighteen districts, to nearly all of which I paid my first official visits during the month of October last. The school in Waterville for unavoidable reasons was closed this term. The school in Norton Dale was closed at the time of my visit, but was subsequently re-opened under the charge of an unlicensed teacher. There is great room for improvement in Norton Dale, Centre Waterville and West Waterville in so far as their houses and school equipment are concerned. The house in Millville is entirely too small to accommodate the large number of resident children, the school having an enrolment of seventy pupils this term. I called a meeting of the trustees, and pointed out the necessity of having a new building erected in which a graded school with two departments could be operated. A general meeting was to have been held shortly after to consider this recommendation, but as it was thought best to postpone it until a later and more favorable date, the notices will not be issued until February or March next.

LIST OF IMPROVEMENTS FOR THE YEAR 1902.

North Glassville, room wainscotted and ceiled, hardwood floor, and new furniture. Palmer, Settlement, map of British Empire. Argyle, Highlands, and Foreston, school flags. East Coldstream, map of Maritime Provinces and

ag. Dow Settlement, room wainscotted. Benton Ridge, house painted. Butler Gen. maps of the World and Dominion of Canada. Debec, new desks, hardwood floor and new outhouses. Mechanic, new outhouses, maps of the World and Dominion of Canada. Central Newburg, room wainscotted and ceiled, new desks. Irish Settlement, room painted, hardwood floor, new desks and flag. Victoria Corner, map of the Dominion. Biggar Ridge, map of Maritime Provinces and flag. Lower Southampton, maps of the World and North America. Temperance Vale, maps of World and Dominion of Canada. Hawkinsville, new desks. Bull Lake, map of World. Kirkland, blackboards (hyloplate). Rapides des Femmes, room wainscotted and ceiled. Wakefield Centre, maps of N. B., Dominion of Canada and World. Lower Kincardine, map of Dominion. Lower Northampton, chemical apparatus and flag. Plymouth, room wainscotted and ceiled, dictionary. Upper Kent, new porch, stone wall under house, and other improvements. Monquart, room wainscotted and ceiled, new outhouses. Bristol, room wainscotted and ceiled. Bath, Standard dictionary and other books. Lower Wicklow, map of British Empire, new outhouses. DeMerchant Settlement, blackboards (hyloplate). Perth Centre, dictionary. Andover, maps and other apparatus. Three Brooks, house painted. Red Rapids, new outhouses. South Wakefield, minerals and flag. Temple, maps and flag. Jacksonville, map of British Empire. Golden Ridge, flag. Grenville, globe. Pemberton Ridge, map of Dominion. Knowlesville, flag, map of British Empire, new outhouses. West Glassville, maps of the World and Dominion of Canada, new outbuilding. Canterbury (No. 3), chemical apparatus and minerals. Lakeville, globe and other apparatus, flag. East Florenceville and Middle Simonds, maps of British Empire and Maritime Provinces. Gould Settlement, flag. Green Mountain, map of Dominion. Plaster Rock, dictionary ($10), minerals, cabinet, and flag. Florenceville, rooms wainscotted and ceiled, new blackboards (hyloplate), maps and flag. Many of these improvements have been effected through the efforts of teachers. Their names, with apologies for omissions are as follows:

Mildred Jones, Re. Agatha Carpenter, Albina London, Mrs. Cassie Wheeler, Hattie Jamieson, Edith M. O'Brien, W. M. Veazey, B. A., Bessie E. Scott, Annetta Bradley, Maggie M. McLeod, Georgia Parent, Eva Annett, Myrtle I. Fowler, Nettie Bearisto, Mrs. J. R. H. Simms, Mabel Shaw, Maud McAdam, Malcom Hunter, Blanche Plumer, Elvya E. Manual, Annie Palmer, Eva Semple, Mrs. H. L. Ross, D. W. Hamilton, B. A., Jennie P. Cronkite.

FLAG RAISINGS.

Flag raisings were held in a number of districts, amongst which might

be mentioned: Lakeville, East Coldstream, Irish Settlement, Temple, Argyle, Rosedale, Silverdale, Foreston, Golden Ridge, Biggar Ridge and Lower Northampton (No. 1).

ARBOR DAY.

If a list were given of those districts in which the results of the observance of Arbor Day are plainly to be seen, I am afraid it would not be a long one. Of course, we cannot measure these results by merely external indications, for undoubtedly much has been done on this day to cultivate in the pupils a love of nature, but I shall look for better and more intelligent efforts being made in both directions as soon as the groups of rural schools are established and systematic lessons are given by the Travelling Instructor in tree planting and nature study. His influence will, undoubtedly, also awaken a public interest, which is now almost entirely lacking, in the observance of the day.

TEACHERS' INSTITUTES.

The Victoria Co. Institute was held in September last at Andover. The enrolment was small, but the proceedings were quite interesting and instructive. A number of excellent papers were read, amongst which might be mentioned one by Miss Iva Baxter on Manual Training. On Friday morning a botanical excursion was held under the direction of Mr. John Britain. The weather was delightful and all the teachers derived much pleasure and profit from this outing. The Institute at Woodstock was the most successful of all that I have yet attended in Carleton County. A number of visitors were present, some of whom took part in the discussions. The following papers were read: Discipline, by I. N. Draper; Something About Birds, by Frank A. Good; The First Steps in the Teaching of Geometry, by Miss Lena B. McLeod; Fungi (illustrated by specimens) by Dr. G. U. Hay; Drawing, by E. J. Branscombe. The public meeting on Thursday evening was addressed by the Mayor, the chairman of the Board of School Trustees, Dr. G. U. Hay and others.

I have the honor to be

Your obedient servant,

F. B. MEAGHER.

INSPECTORAL DISTRICT No. 7.

J. F. DOUCET, INSPECTOR, Richibucto, N. B.

This District embraces the Counties of Gloucester and Madawaska; the County of Kent, except the Parishes of Weldford and Harcourt and the English Schools in the Parish of Richibucto; the Parish of Rogerville and School Districts Nos. 4, 5, 10A, 12, 13, 14 and 15 in the Parish of Alnwick. in the County of Northumberland; the Parish of Drummond in the County of Victoria; the Parish of Balmoral, District No. 3 *in the Parish of Addington, and District No.* 1 1-2, *in the Parishes of Colborne and Balmoral in the County of Restigouche.*

. R. INCH, ESQ., LL. D.
Chief Supt. of Education,
Fredericton, N. B.

SIR,—I have the honor to submit to you my annual report on the condition of the Public Schools in my Inspectoral District, for the year ended December 31st, 1902. In this report is included the second term of the year 1901, for the Parish of Rogerville, Acadieville, St. Louis and Carleton, and the County of Madawaska.

This being my first experience as an Inspector, I cannot make any comparison with former years. I shall, therefore, limit my remarks to actual facts, as noted in the course of my inspection.

There are 311 School Districts in this Inspectorate, viz: 107 in the County of Gloucester, 88 in the County of Kent, 72 in the County of Madawaska, 19 in the County of Northumberland, 17 in the County of Victoria, and 8 in the County of Restigouche. Of these, 27 are unorganized and 6 are in an encouraging state of organization. Of graded schools, there are in the County of Gloucester, 10 districts with 32 departments; in the County of Kent, 1 district with 4 departments; in the County of Madawaska, 3 districts with 11 departments; and in the County of Northumberland, 1 district with 2 departments. This makes in all, 305 schools and departments in this Inspectoral Division.

GLOUCESTER COUNTY.

Bathurst—The several departments of the Town and Village schools, Districts Nos. 2 and 16, have good supplies of apparatus, excellent equipments, and are giving entire satisfaction. On the retirement of Mr. M. R.

Tuttle, B. A., in June last, Mr. R. D. Hanson, B. A., was appointed principal of the Grammar School. Mr. C. J. Mersereau, B A., has had charge of the Superior School in the Village for a year and a half, and has attracted many pupils from the neighbouring parishes. The schools in Nos. 3, 6 and 12 which were closed during the winter term, were re-opened in the month of August. There are only three children of school age in No. 9, and about eight in No. 8. I found it necessary to recommend untrained teachers for the schools in Nos. 4 and 11. Maps of the Maritime Provinces and of the British Empire were provided in No. 17. Steps must soon be taken to erect a new building in this District, as the present one is rather dilapidated. Good work is being done in Nos. 7 and 10. No. 5 procured hyloplate blackboards.

Beresford.—There are seventeen organized Districts in this Parish. I have not been able to locate No. 14, St. Lawrence, and no one seems to know where it is. No. 16, Lugar, is not yet organized. A new school house is in course of construction in No. 1. No. 2 needs a larger school house. The one now in use is altogether inadequate for the number of pupils in the District. The school was closed during the first term owing to the Trustees' inability (?) to find a second class French and English teacher. The school house in use in No. 3 has been extensively repaired. The Superior school at Petit Rocher has been under the constant direction of Mr. Jerome Boudreau, since its organization. This school is a very important feeder for the French department of the Normal School. District No. 15 engaged a local licensee during the first term of the year, and No. 6 during the second term. No. 11 needs a better school house. No. 12 has the finest school house of the Parish, and a very good school. Nos. 7½ and 8½ should be united, as there is not a sufficient number of children in the former District to maintain a school. The two districts together are no more than three miles in length. A map of the Dominion of Canada has been procured in No. 13½.

Caraquet.—This parish has ten organized Districts. Nos. 1½ and 8 remain unorganized. No. 2 has been in operation for the first year, and No. 4, for the first term. No. 4½ will open at the commencement of the year. New furniture has been provided in No. 7, and the school house painted inside. No. 6 procured new school desks. No. 2½ needs a larger school house. The graded school in No. 10 is under the management of Mr. Alf. J. Witzell, a skillful teacher of the first class.

Inkerman.—There is only one unorganized District in this Parish, No. 6. The other seven Districts maintained schools during the whole year.

No. 2 has a good school house and a good school. There is also a good school in No. 7. but the inside of the school house is unfinished. The Malampeque Road settlement should be organized into a school District. This will be a part of my work on my next tour of inspection in this Parish.

New Bandon.—All the schools of this Parish were in operation during the whole year. No. 3 has been without a school for a long number of years. A general meeting of the ratepayers of the District was held in the month of September and provision made for the building of a school house. The school house in No. 4 has been finished inside, and a hyloplate blackboard procured. The trustees have also ordered lately a complete set of modern school desks. Nos. 1, 5 1-2, 6 and 7 have poor school houses. An application has been made for the formation of a new district by cutting off a portion from No. 5, St. Joseph, and No. 7, Black Rock. As District No. 7 would have been greatly weakened, with little prospect of having a respectable school in either of them, the request was not granted. There is a good school in No. 9. No. 11 has a good school also, but there is not sufficient accommodation.

Paquetville:—No. 6, Georgeville, is not yet organized. The other five districts have fair schools and school buildings. The house in No. 2, has been thoroughly painted during the summer vacations.

St. Isidore:—No. 7 has a most miserable school house, and the attendance is so irregular that the pupils know hardly anything well. The new school building in No. 8, is now ready for occupancy.

Summerset:—The Superior School at Tracadie, No. 3, is doing satisfactory work. Mr. Geo. E. Price, who for five terms, has been its principal, resigned in the month of June, and has been succeeded by Mr. Ed. L. O'Brien, M. A., whom I have not yet visited. The school in No. 6, was re-opened after being closed for three terms. The house in 2 1-2 badly needs repairing. The school house in No. 4, was destroyed by fire, early in August, supposed to have been by the hand of an incendiary.

Shippegan:—There have been during some portion of the year, sixteen schools in operation in this parish. No. 8 has been opened for the first year. Owing to an attack of la grippe at the time of my first visit to this parish, I could not visit the three schools on the eastern side of the Shippegan Island. At my second visit to Shippegan, in October, such high winds prevailed, that I would not risk to cross over to the Island. The

graded school in Shippegan Village is efficiently conducted under the principalship of Mr. J. Edouard DeGrace.

KENT COUNTY.

Acadieville has now six schools in operation. New school houses are being built in Districts No. 1, McInnis Brook, No. 2, Acadieville, and No. 7, St. Athanase. School has been opened in No. 9, for the first term, and in No. 8, for the third term. The inside of the school house in No. 4, has been finished, which makes it warm and comfortable.

Carleton:—This parish operated five schools. A new school house was erected in No. 4, during last summer to replace the one destroyed by fire a few years ago. New furniture has been provided in No. 10. There has been no school in No. 2 for many years. No. 1 is the best school of the parish.

Dundas:—Fifteen schools were in operation in this parish at the time of my visit in April. The school at Cocagne Village, was admirably conducted by Mr. Auguste E. Daigle. A new school house has been constructed in No. 12, in the centre of the district. With the exception of No. 1, the schools of this parish are poorly equipped and furnished.

Richibucto:—Only six schools in this parish are under my supervision, Nos. 3, 6, 7, 8, 11 and 12. The school houses are for the most part, kept unsatisfactorily. The school house at Richibucto Village is much too small for the number of pupils in this thriving village. An amount was voted at the last annual meeting for the purpose of providing more accommodation.

St. Louis:—The schools of this parish are among the best conducted in the County of Kent. I must make special mention of the school at McLeod's Mill, conducted with marked success by Miss Marguerite M. Richard. No. 9 has also a good school, taught by Mr. Honore Maillet. There were eleven schools in operation during the year.

St. Mary's:—The outbreak of Small Pox in this parish and the neighboring sections has had a disastrous effect on the working of these schools. Nine schools were operated during some portion of the year. No. 3 has been closed for over two years. The old school house was not centrally located and the great majority of the children could not attend. The trustees petitioned to have the site of the school changed to a more centra

ace, which petition I sanctioned. A new school has been built, and is ow ready for the reception of the pupils. The boundaries between districts o. 1 and No. 3 will now have to be revised.

St. Paul:—Of the nine organized districts, eight operated schools ring the year. A new school house has been erected in No. 7, McLean ettlement. The attendance is very irregular in No. 4. No. 3 is very eficient in apparatus. There is a very poor school house in No. 1.

Wellington:—No. 1, Buctouche Village, has two buildings with five partments. The superior school is under the principalship of Mr. Geo. . Coates, a most enthusiastic and successful teacher. The departments the convent buildings are very efficiently conducted. The school house No. 18, St. Croix, is a new building, and the school has been in operation r the first term. The school house in No. 17, St. Michael, is being built owly but steadily. There is a good school in No. 12½, Upper Chockpish. he other schools in this parish are giving but fair satisfaction, most of them t being provided with the necessary maps and apparatus. No. 3½ is a ted exception. A map of the British Empire was procured in this district d one of the world in No. 2.

MADAWASKA COUNTY.

Madawaska:—At the time of my visit in November, there were 250 pils enrolled in the six departments of the superior school at Edmundston. r. John Barnett, Jr., has succeeded Mr. J. F. Worrell, as principal. xtensive repairs have been made on the school house in No. 2. There s been no school in No. 4 for a number of years. No. 3 engaged an trained teacher during last term, and No. 5 during the whole year.

Ste. Ann:—Ste. Ann comprises six districts and operates five schools. o. 3 engaged a local licensee during the first term. This district needs a etter school house. The eastern part of district No. 7 will have to be ganized into a new district, as many families are evidently out of reach of hool.

St. Basil:—The parish of St. Basil contains the most successful educaonal institution of the County of Madawaska. With but few exceptions, all e teachers of this county have been prepared at St. Basil Convent. It s now five departments and an enrolment of one hundred and ninety-two pils. In No. 4, a map of the Maritime Provinces has been procured. Nos.

4½, 5, 7, 8, 9, in charge of untrained teachers, have inferior school houses and unsatisfactory schools. Nos. 1 and 2 are up to the standard of miscellaneous schools.

St. Francis:—School districts Nos. 1, 2, 10, 11, 12, 13, and 14 are situated in the new parish of Clair; Nos. 9 and 15 are partly in the parish of Clair and partly in the parish of St. Francis; the remaining districts belong to the Parish of St. Francis. A new district, under the popular name of St. Norbert, has been created back of District No. 9. It has a sufficient number of children of school age to maintain a school, and the people are able and seem willing to support one. A fine school house has been completed in No. 2 1-2, Island Vale. The school house in No. 2 has been thoroughly repaired. The school in No. 1 is under the management of Mr. Theodore Paillard, who holds a Superior School license. No. 14 has been in operation for one term only. Nos. 5, 5 1-2, 7, 10, 11, 12, 13, 14, were taught by untrained teachers for some portion of the year.

St. Hilaire:—The inhabitants of District No. 1 are justly proud of their new and pretty school house. Miss Osilie Richard did good work in No. 2. Four other schools were in operation.

St. Jacques:—No. 1 has a good school. Mr. J. Amedee Charest is the teacher. No. 2, which has been closed for a year, was re-opened last term. Nos 3 and 5 were taught by local licensees.

St. Leonard:—The graded school at St. Leonard's station is in charge of Mr. Maximilien D. Cormier, B. A. A new school house has been built in No. 1. Nine of the seventeen districts in this parish operated schools. The school house in No. 8 was burned in the summer of 1901. In No. 6, Byram, at a meeting of the rate-payers in October, 1901, money was voted to erect a school house, but since, things have remained at a standstill. I visited No. 9, Combe's Road Settlement, and No. 15, Comeau Ridge, in the fall of 1901. No. 9 is being organized. No. 15 is a hopeless case.

NORTHUMBERLAND COUNTY.

Alnwick:—Mr. William L. Allain, a teacher of the first class, is achieving success in No. 4. A new house has been erected in No. 13, Upper Neguac. No. 14 has a very poor school house and a poor school.

Rogersville is divided into twelve districts and operates eleven schools, a very creditable showing of the good-will, intelligence and energy of the

eople of this new and progressive parish. A new district has been formed ack of District No. 14. It is known under the name of Rogersville West, o. 5. The graded school at Rogersville Village has improved in tone and anagement since Mr. J. Phileas Laplante has had charge of it. Miss Iarie Flore Comeau is doing good work in the primary department. No. 1 provided new furniture. Needed repairs were made on the house in o. 16. All the schools in this parish except No. 13 were closed during ie latter part of the year on account of smallpox.

RESTIGOUCHE COUNTY.

Balmoral:—The school houses in this parish are, for the most part, ood. No. 2 has the best school. No. 3, Addington, has been closed dur-ig the whole year for want of a teacher.

VICTORIA COUNTY.

Drummond:—There are in this parish seventeen organized districts. ispector Meagher visited most of the schools of this parish shortly before iey were assigned to me. I have not been able to visit the whole of that arish since.

The necessity of employing untrained teachers is still felt to a great xtent in the County of Madawaska. During the term just closed, fourteen ical licenses were issued for this county only, and during the previous erm, fifteen. This is a serious drawback to educational progress, and as ong as this necessity exists, the best interests of the people living in these ections, must suffer. In many cases, I have refused to grant permission teach to an applicant for local license, until I was assured that he was asonably remunerated by the trustees. I have no doubt that this will in-uce the inhabitants of these sections where local licensees are employed to ssess themselves to give better salaries to their teachers and thus encourage larger attendance from this county at the French Department, and as a onsequence—better teaching and better schools.

ARBOR DAY.

Arbor Day was observed on the 2nd day of May by fifty-three schools. 'wo hundred and thirty-four trees and fifty-five shrubs were planted, and rty-two flower beds made. Very few districts in Madawaska celebrated rbor Day.

TEACHERS' INSTITUTE.

The Gloucester County Teacher's Institute convened at Tracadie on the 8th and 9th of November. The attendance was not large, but the exercises were interesting and practical. The Institute was much indebted to Dr. Geo. U. Hay, Editor of the "Educational Review," for practical lessons on "Nature" and for many valuable suggestions. The public meeting in the evening was well attended, and addresses were delivered by Dr. Hay, Mr. P. P. Murray, Principal O'Brien, C. J. Mersereau, B. A., the President, Mr. Witzell, and the Inspector.

In concluding this report, I beg to tender my thanks to my numerous friends, particularly the clergymen, who have aided me during the first year of my inspectoral career, and to you, Sir, for valuable assistance at all times.

I have the honor to be,

Your obedient servant,

J. F. DOUCET.

APPENDIX C.

:EPORTS OF BOARDS OF SCHOOL TRUSTEES.

I. CITY OF FREDERICTON.

BOARD OF SCHOOL TRUSTEE.

A. B. ATHERTON, M. D., *Chairman*,

MR. A. A. STERLING, MR. WILLARD KITCHEN,
MR. JOHN J. WEDDALL, MRS. W. G. CLARK,
MR. JAMES T. SHARKEY, MRS. MARGARET L. DEVER,
MR. JOHN W. SPURDEN, G. CLOWES VANWART, M. D.

CHAS. A. SAMPSON, *Secretary*.

. R. INCH, LL. D.,
Chief Supt. of Education

SIR,—We beg to submit for your consideration the following report of Le schools in this city for the year ended 30th June, 1902.

The work of the year just closed has, in many respects, been highly atisfactory, yet we feel that with the thorough equipment of our schools nd the experience of our teaching staff, the advantages to be derived from egular attendance are not yet fully appreciated by the public. As is usual, everal changes occurred in the teaching staff. Miss Holland (Sr. Catherine) f Regent Street School, whose health was indifferent for some time, was ranted leave of absence for the first term and her school was placed in harge of Miss Isabel Reid. Miss Holland resumed her duties at the begin- ning of last term and struggled faithfully with her work, which most re- uctantly she was obliged to relinquish before the year closed. Miss Mary I. Phillips, who had been doing most excellent work in the third department f the Model School, felt the need of rest last fall and obtained leave of ab- ence. This department, as you are aware, has since been in charge of

Miss Nicolson of the Charlotte Street School staff, and the latter school is since in charge of Miss Annie L. Taylor, a young lady of some experience and the holder of a G. S. license. Another change in the teaching staff of the Model School was occasioned in February by the call of Miss Clara E. Bridges to South Africa. The loss of the services of one of our most popular and successful teachers, as well as the loss of the counsel of the Board's Examiner, Mr. Eldon Mullin, were of considerable significance from the standpoint of our own schools, but the honor thus conferred upon members of the profession in Fredericton as well as the Province is in some measure a compensation for any temporary inconvenience resulting therefrom. The leave taking of Miss Bridges by her pupils was interesting and affecting and evidenced the firm grasp she had upon them. The vacancy created in this department was filled by the transfer of Miss Lillian Nicolson from the York Street School. This arrangement necessitated a disturbance in the staff of the latter school. Miss L A. Burtt was transferred from the third to the first department and Miss Katherine E. Currie was appointed on the staff and assigned to the charge of the department vacated by Miss Burtt. The close of the year brought further changes in our staff. Miss S. G Duffy, for more than twenty years an industrious and hard working member of the teaching staff in Regent Street School, has resigned her position. Miss A. I. Tibbits, for several years one of our most successful teachers and lately in charge of Grades VII and VIII in York Street School, has also resigned her position and withdrawn from the service.

Although it is the policy of the Board to retain the services of teachers with experience, whose work has been satisfactory, it will be seen by the foregoing that frequent changes are liable to occur year after year The equipment of our schools is being steadily increased, and with the necessary supply of apparatus maintained we naturally anticipate good results. Our pupils continue to take a deep interest in the work of the Sloyd School and many of them show marked ability in the use of the hand and eye. Much credit is due to Prof. Macready and his associates for the success already attained. They are well skilled in the art themselves and possess the necessary qualifications for training the most stupid lad to be careful and exact. The exhibition of manual work shown at the recent Provincial Institute formed a most pleasing attraction to teachers from every section of the Province. Samples of every day school work, including printing, drawing, and composition, from the city schools, were also on exhibition and no doubt received kind criticism from the profession.

Arbor Day was appropriately observed in the schools by lessons suited to the occasion and by practical illustrations of the growth of plants. Em-

pire Day also received attention, although the actual date did not fall on a teaching day. With the prospect of an extensive celebration of the King's Coronation in June the scholars were full of patriotism and British history was a favorite theme.

Teachers and scholars alike very much appreciated the formal visit to all the city schools of His Honor Lieut.-Governor Snowball, early in May accompanied by the Chief Supt. of Education. His Honor pleasantly conversed with each teacher in her class room, administering sympathy or encouragement as occasion required, and in a happy manner addressed the pupils in their respective departments, urging them to foster ambition and to have a high ideal in life. Perhaps to the children the most interesting feature of His Honor's address was when he authorized a holiday on a subsequent day which he named. Vociferous applause followed the announcement in every instance.

Considerable interest is manifested in our schools by the general public, but if this were true of all parents and guardians a stimulus would come to the pupil and the teacher would experience greater encouragement in his work. At the regular semi-annual public examinations visitors in large numbers throng the schools, but they are thus enabled to form but a slight conception of the character of the work performed. At the close of each term certificates are given by the Board to the pupils in each department showing the highest general standing, and this plan of recognition is much appreciated by the pupils. Excellent work continues to be accomplished in the High School and the closing exercises this year were very interesting and were witnessed by a large gathering of friends. After the classes had been convened in the Assembly Hall the following medals and prizes were distributed:

The Douglas Silver Medal for Classics was awarded to Miss Ruth E. Everett, and the presentation was made by the Chief Superintendent of Education. In recognition of his standing a second prize, a book, was given to A. J. Estey.

The Governor-General's bronze medal for English was awarded to Miss Ada W. Turner, and was presented by Dr. H. C. Creed.

The Coulthard memorial medal for Natural science was awarded to Miss Margaret M. Belyea, and the presentation was made by Sheriff Sterling.

Miss Belyea also won the Class '01 prize for French and received the prize at the hands of Dr. Scott.

The Mathematical prize, given by Chancellor Harrison, was awarded to A. J. Estey and the presentation was made by Principal Crocket.

The Class '01 prize for highest general average among those not wi

ning a prize was awarded ro Miss Sarah L. B. Waycot, and the presentation was made by Canon Roberts.

A prize was awarded to Miss R. B. Watson for highest general average in Class B. and the presentation was made by Dean Partridge. A second prize in this class was given to Ralph Sherman.

Miss Clara G. Orr was awarded a prize for highest general average in Class C. and the presentation was made by Rev. E. C. Turner, of Gibson.

The following were the members of the graduating class this year :

Division I.—Margaret May Belyea, Sarah Louisa Bowden Waycot, Ruth Elizabeth Everitt, Florence Mabel Bird, James Arthur Estey, Wilmot Guiou Miller, Ada Winifred Turner, Edith Hazen Allen, Charles Walter Clarke.

Division II.—Kate Haws Miles, Franklin M. Bonner, Pearl Yerxa, Spencer William Everett, Minnie Isabel Bustin, James Hugh McLean, Hazel Millican, Sadie Emack, Eden Maunsell Stopford, Mabel Jean McLenahan, Francis Winslow Johnson.

Omitted Latin or French.—Gertrude May McKinnon, VanBuren Keith, Grover Carleton Torrens, Sarah Viola Drucilla Butler, Robert Napier Winslow, Byron H. Kinghorn, Idella May Ingraham, Theodore Rand McNally.

Richard Alexander Malloy and William Franklin Smith omitted the Classical Course, and Miss Nina Clements was a special student.

As the report of this year's High School entrance examinations will show, the size of the new class will probably equal that of previous years, an indication that the supply is not exhausted.

In his annual report to the Board, Mr. Mullin, City Superintendent, takes a hopeful view of the outlook. After a statement in detail of all the schools he remarks that they have held their own and in some directions there has been marked progress.

We beg to refer you to the accompanying statements giving particulars of expenditure, names of teachers, attendance of pupils, etc.

I have the honor to be

Your obedient servant,

CHAS. A. SAMPSON,

Secretary.

Receipts and Expenditures for 1901.

On What Account.	Amount	Amount
Permanent Expenditure—		
Apparatus	39 72	
Furniture and Furnishing,	432 80	
Mill School,	1174 00	1646 52
Annual Expenditure—		
Auditors	10 00	
Office	23 30	
Printing,	55 68	
Fuel	829 30	
Insurance,	148 40	
Debentures	2800 00	
Interest	2837 61	
Contingent,	211 43	
Rent,	200 00	
Repairs,	242 84	
Indigent Pupils,	1 88	
Salaries,	9889 21	
Janitors	924 50	
Unpaid Cheques Jan. '01	5 11	
Balance	5507 15	23,686 41
		25 332 93

On What Account.	Amount
By Taxes from City Treasurer	16,000 00
Tuition fees,	67 00
Interest	34 12
Insurance,	865 50
Debentures	2,650 00
Contingent,	17 80
Unpaid Cheques,	132 20
Bal. Jan. '01	5,566 31
	$25,332 93

CHAS. A. SAMPSON, *Secretary*.

STATEMENT B.

Names of Teachers, age, sex, and Number of Pupils for Term ended 31st December, 1901.

SCHOOL.	Teacher.	Pupils 6 to 15 years.	Over 15 years,	Boys.	Girls.	Total.
High School....	B. C. Foster.....	...	36	19	17	36
	H. H. Hagerman..	5	6	22	29	51
	A. S. McFarlane..	24	5	29	..	29
	Ella L. Thorne....	33	17	...	50	50
York Street....	A. I. Tibbits.....	40	8	19	29	48
	L. E. Vandine....	54	..	28	26	54
	Kate McCann.....	58	..	33	25	58
	L. A. Burtt.....	60	..	38	22	60
	I. R. Everett.....	54	..	28	26	54
	L. Nicolson.....	53	..	24	29	53
Model.....	Amos O'Blenes....	46	..	16	30	46
	M. E. S. Nicolson.	48	..	18	30	48
	M. A. Harvey....	47	..	20	27	47
	C. E. Bridges.....	49	..	21	28	49
Charlotte Street.	Jos. Mills.....	48	..	27	21	48
	A. L. Taylor.....	50	..	30	20	50
	E. J. Thompson:...	55	..	36	19	55
	N. Williamson.....	51	..	27	24	51
	Ida McAdam.....	47	..	14	33	47
Regent Street...	J. A. Hughes....	29	2	16	15	31
	V. McKenna.....	33	..	19	14	33
	Isabel Reid.....	34	..	13	21	34
	S. G. Duffy.....	50	..	28	22	50
Brunswick Street	C. McDevitt.....	29	...	15	14	29
Mill.....	S. Thompson.....	59	..	24	35	59
Doak.....	R. E. G. Davies...	26	..	12	14	26
		1,082	114	576	620	1,196

CHAS. A. SAMPSON,
Secretary.

STATEMENT C.

Names of Teachers, age, sex, and number of Pupils for Term ended 30th June, 1902.

SCHOOL.	TEACHER	Pupils 6 to 15 Years.	Over 15 yrs.	Boys	Girls	Total
High School.....	B. C. Foster.....	3	31	17	17	34
	H. H. Hagerman..	.....	47	21	26	47
	A. S. McFarlane..	18	10	28	.....	28
	Ella L. Thorne....	.....	44	.....	44	44
York Street.	A. I. Tibbits.....	36	8	19	25	44
	L. E. VanDine	51	1	23	29	52
	K. McCann.	62	.....	34	28	62
	K. E. Currie.....	61	.....	37	24	61
	I. R. Everett.....	55	.....	29	26	55
	L. A. Burtt.....	51	.....	24	27	51
Model....	Amos O'Blenes.....	44	.....	16	28	44
	M. E. S. Nicolson .	46	.....	16	30	46
	M. A. Harvey.....	50	.....	19	31	50
	L. Nicolson..	50	.....	21	29	50
Charlotte Street..	Jos. Mills.....	48	.....	28	20	48
	A. L. Taylor.....	48	.....	30	18	48
	E. J. Thompson. ..	55	1	36	20	56
	N. Williamson.....	54	.....	28	26	54
	Ida NcAdam.....	48	.....	15	33	48
Regent Street.. .	J. A. Hughes.. ...	25	.....	12	13	25
	V. McKenna..	32	.....	18	14	32
	E. M. Holland.....	35	.....	22	13	35
	S. G. Duffy.....	49	.....	26	23	49
Brunswick Street.	C. McDevitt.... ..	28	.....	13	15	28
Hill	S. Thompson..... ..	56	1	27	30	57
Oak	R. E. G. Davies. ..	26	.....	15	11	26
		1031	143	574	600	1174

CHAS. A. SAMPSON, *Secretary*.

STATEMENT D.

Name and class of teacher, salary and attendance for term ended 31st December, 1901.

SCHOOL.	Teacher.	Class.	Salary from Trustees.	No. Pupils.	Average Daily Attendance.	Per cent. Attendance.
High.	B. C. Foster.....	G. S.	850	36	33.67	93.53
	H. H. Hagerman..	G. S.	650	51	45.35	88.92
	A. S. McFarlane...	G. S.	500	29	26.32	90.42
	E. L. Thorne.....	I.	400	50	43.05	87.
York St.	A. I. Tibbits.....	G. S.	250	48	39.13	83.
	L. E. Vandine....	I.	250	54	46.02	85.05
	K. McCann.....	I.	250	58	49.17	84.07
	L. A. Burtt.....	I.	250	60	44.06	74.
	I. R. Everett.....	I.	250	54	43.88	81.26
	L. Nicolson.....	I.	250	53	44.	83.
Model.....	A. O'Blenes.....	G. S.	650	46	40.13	87.25
	M. E. S. Nicolson.	II.	250	48	41.	85.
	M. A. Harvey	I.	216	47	42.11	89.59
	C. E. Bridges.....	I.	216	49	44.33	90.05
Charlotte St.....	Jos. Mills.....	G. S.	600	48	31.08	82.09
	A. L. Taylor.....	G. S.	250	50	40.12	80.25
	E. J. Thompson..	I.	250	55	46.07	83.76
	N. Williamson ...	G. S.	250	51	44.11	86.49
	Ida McAdam.....	II.	250	47	38.06	82.
Regent St.....	J. A. Hughes....	I.	600	31	24.96	80.52
	V. McKenna.....	I.	250	33	28.98	87.81
	Isabel Reid	Sup.	250	34	29.81	87.67
	S. G. Duffy.....	I.	250	50	42.87	85.
Brunswick St.....	C. McDevitt.....	I.	250	29	23.	78.25
Mill.....	S. Thompson.....	G. S.	250	59	42.	71.49
Doak.	R. E. G. Davies..	II.	200	26	13.09	53.
				1196	37.93	83.17

CHAS. A. SAMPSON, *Secretary.*

STATEMENT E.

Name and Class of Teacher, Salary and Attendance for Term ended 30th June, 1902.

SCHOOL.	Teacher.	Class.	Salary from Trustees.	No. Pupils.	Average Daily Attendance.	Per cent. Attendance.
igh.....	B. C. Foster ...	G. S.	$850	34	31.47	92.55
	H. H. Hagerman.	G. S.	650	47	41.24	87.73
	A. S. McFarlane.	G. S.	500	28	23.29	83.18
	E. L. Thorne.....	I.	500	44	35.04	80.
ork Street.....	A. I. Tibbits.....	G. S.	350	44	33.33	76.
	L. E. Vandine...	I.	250	52	44.56	85.69
	K. McCann.....	I.	250	62	49.83	80.
	K. E. Currie	I.	250	61	47.	73.
	I. R. Everett....	I.	250	55	45.65	83.
	L. A. Burtt.....	I.	250	51	44.47	87.
lodel..... ...	A. O'Blenes	G. S.	650	44	36.11	82.06
	M. E. S. Nicolson.	II.	250	46	41.	89.
	M. A. Harvey....	I.	216	50	46.75	93.50
	L. Nicolson.....	I.	216	50	44.	89.
harlotte St	Jos. Mills.....	G. S.	600	48	41.07	87.04
	A. L. Taylor....	G. S.	250	48	38.14	79.05
	E. J. Thompson..	I.	250	56	46.51	83.05
	N. Williamson ...	G. S.	250	54	46.66	86.04
	Ida McAdam	II.	250	48	39.52	82.33
egent St	J. A. Hughes ...	I.	600	25	20.84	83.36
	V. McKenna.....	I.	250	32	26.17	84.09
	E. M. Holland...	I.	250	35	28.88	82.05
	S. G. Duffy.....	I.	250	49	42.96	87.
runswick St....	C. McDevitt.....	I.	250	28	22.	72.
ill.....	S. Thompson ...	G. S.	250	57	45.93	80.52
oak.....	R. E. G. Davies.	II.	200	26	14.	57.
				1174	37.55	82.50

CHAS. A. SAMPSON, *Secretary.*

II. CITY OF ST. JOHN.

BOARD OF SCHOOL TRUSTEES.

APPOINTED BY LIEUT. GOVERNOR IN COUNCIL.

	Retire.
ARTHUR I TRUEMAN, *Chairman*,	1906
MRS. E. C. SKINNER,	1902
JAMES V. RUSSEL,	1903
W. C. RUDMAN ALLAN,	1904
JOHN KEEFE,	1905

APPOINTED BY COMMON COUNCIL.

	Retire.
HERBERT J. OLIVE,	1902
WALTER W. WHITE, M. D.	1903
MRS. M. DEVER,	1904
DAVID H. NASE,	1905
MICHAEL COLL,	1906
ROBERT MAXWELL,	1907

Committees.

REAL ESTATE AND BUILDINGS.

M. COLL, *Chairman*,
D. H. NASE,
R. MAXWELL,
H. J. OLIVE,
J. V. RUSSELL,
MRS. E. C. SKINNER,
MRS. M. DEVER,

SCHOOLS AND TEACHERS.

A. I. TRUEMAN, *Chr'm*,
M. COLL,
D H NASE,
W. C. R. ALLAN,
W. W. WHITE, M. D.
R. MAXWELL,
H. J. OLIVE,
J. V. RUSSELL,
J. KEEFE,
MRS. M. DEVER,
MRS. E. C. SKINNER,

FINANCE.

W. W. WHITE, *Chr'm*
W. C. R. ALLAN,
R. MAXWELL,
H. J. OLIVE,
J. KEEFE,

HENRY S. BRIDGES, M. A., PH. D.
Superintendent.

EDWARD MANNING, A. M.,
Secretary.

JAMES COLL, *Clerk*.

R. Inch, Esq., LL. D.
Chief Supt. of Education.

Sir:—We have the honor to present for your consideration our report the Public Schools of the City of St. John for the year ending June 30th, 02, being the 31st report of this board.

At the begining of the school year the chairman was re-appointed by Lieutenant Governor in Council, and Robert Maxwell, Esq., by the mmon Council of the city, so that the membership of the Board remains changed.

The Board held twenty-six meetings during the year. In addition to s the committees and sub-committees held numerous meetings as required e chairman re-appointed Dr. W. W. White and Mr. M. Coll as chairman the finance and building committees respectively.

THE PLAN OF VISITATION TO THE SCHOOLS WAS AS FOLLOWS.

Buildings.	Departments.	Official Visitors.
ndy Point Road (1), Millidgeville (1), Alexandra (8), Newman Street (4), Douglas Avenue (5), Elm St. (7), St. Peters (15)...	41	M. Coll, D. H. Nase.
ctoria (12), Victoria Annex (6).....	18	Dr. White, J. V. Russell.
gh School.....	14	A. I. Trueman, Dr. White.
Vincent's.....	7	A. I. Trueman, J. Keefe.
inter Street.....	12	H. J. Olive, R. Maxwell.
ntennial.....	10	J. V. Russell, R. Maxwell.
erdeen.....	7	R. Maxwell, J. Keefe.
Joseph's.....	7	J. Keefe, W. C. R. Allan.
Malachi's.....	11	A. I. Trueman, J. Keefe.
ieen St. (1), Brittain St. (1)	2	W. C. R. Allan.
bert (11), Latour (3), St. Patrick's (5), Leinster St. (5).....	24	W. C. R. Allan, H. J. Olive.
	152	

THE CHANGES IN THE TEACHING STAFF DURING THE YEAR WERE AS FOLLOWS.

RESIGNED.	SCHOOL.		APPOINTED.
Annie L. Page,.....	Aberdeen	Grade II,	B. Alward.
Violet Roberts,.....	Elm St.	" II,	Isabel Donaldson.
Lily H. Clark,.....	Centenniel,	" IV,	Edith McBeath.
Gertrude Seely,.....	Albert,	" VI,	Edith Comben.
Agnes Harrington,.....	St. Malachi's	V,	Emily Bardsley.
Florence McManus,.....	"	V, IV,	Mary T. Sugrue.
Maud M. Narraway, .	High S.	" XI,	Wm. Brodie, A. M.
Francoise Bourgeois,....	S. Josephs,	" II	Josephine Cormier.
Mary Farrell,.....	S. Patrick's	IV II,	Mary Gillen.
R. H. Estabrooks,.....	Assistant V. Annex,	III,	Grace B. Brown,

As several of these appointments were made by advancing assistants to the permanent staff the following new assistants were appointed:

Lottie Fullerton, Jennie Munro, Effie McDougall, Minnie Maguire, Isabella Reed and Elizabeth Hayes,

Miss Narraway, whose retirement was regretted by the Board, had performed for some time most valuable work in the Victoria and High School.

At the closing examinations of the High School at midsummer the following medals were won:

Corporation Gold Medal for *dux* of the school .... William Morrow
Parker Silver Medal for *dux* in Mathematics .... William Morrow
Governor Generals' Silver Medal for Grade X .... William Woods
Chairman's Gold Medal for Grades VIII (whole city).... Alice Kelly of S. Peters' Girls.

The schools heartily participated in the welcome given to the Duke and Duchess of York, on the occasion of their visit to the city of St. John in Oct. 1901. By arrangement with the Provincial Government a chorus of 700 pupils under the direction of Prof. Collinson sang the "National Anthem" and "My Own Canadian Home" at the reception given in the Exhibition Building. The singing of the children was greatly appreciated by all who were present.

The lady trustees, as they have done since the time of their appointment have visited all the schools, and a general inspection of all the schools by the entire Board was made in June, according to the annual custom.

The Superintendent, Dr. H. S. Bridges, has continued the inspection the schools efficiently, as well as acting as principal of the High School. November 1901, he received the high compliment of an offer from the lonial Office in England, to assist in the establishment of a system of ıcation in the Transvaal in South Africa, on the lines of the New Bruns-ɔk system; but declined the offer at the request of this Board which felt ıt the city could not afford to loose his valuable services. His salary s increased by $400 per annum.

The following bonds matured during the year and were paid:

St. John School Board	No.	277	.....	$2000 00
" "	"	278	.....	600 00
Portland "	"	63	.....	400 00

The Board also paid $2,333.32 on the sinking fund account, making ɔ amount to its credit $9,333.32.

To meet the expense of building the Latour School just built in Carlet-, the Board obtained the following authorization of a new issue of $25,000 School Bonds:

Minutes of Council passed and approved by His Honor the Lieutenant-ıvernor on the 4th of June, 1901:—

The Honorable the Provincial Secretary, reports that the Board of hool Trustees of the City of Saint John have petitioned, setting forth in :ail the several issues of Debentures made by the said Board under and virtue of Chapter 65 of the Consolidated Statutes, and with the consent the Governor in Council; and also the purposes to which the proceeds :reof had been devoted, by which it appears that the total issue of deben-'es to date amounts to Three Hundred and Sixty-Nine Thousand, Seven ındred and Ninety-One Dollars; that for several years they have rented school purposes three rooms in the lower flat of the Masonic Hall in Car-on (West End), which have never been and cannot possibly be made table for such purposes, owing to the construction of said hall; that the :rease of the number of scholars in the West End has rendered it neces-y that additional school accomodation be provided in that part of the :y of Saint John; that the said Board after careful consideration decided erect a brick building of sufficient seating capacity to accommodate the in-ased number of pupils, together with those who have been hitherto oc-pying the Masonic Hall Building—the building to be furnished and equip-d in every way with the requirements of a modern school building; that

in order to complete and equip such new building, the Board required the sum of Twenty-Five Thousand dollars, which amount, under the provisions of the Schools' Act, can only be raised by the issue of debentures; that the said Board of School Trustees, by their said petition, respectfully request that the consent of His Honor the Lieutenant-Governor in Council may be given to the said Board for the issue of additional School Debentures to the amount of Twenty-Five Thousand Dollars.

The Committee of Council concurring in the prayer of the said petition of the said Board of School Trustees, and under and by virtue of the Act of Assembly in such case made and provided, recommends that it be ordered that the said Board of School Trustees have leave to issue, in the usual form, debentures to the amount of Twenty-Five Thousand Dollars, for the erection and equipment of the said school building.

And His Honor the Lieutenant Governor concurring therein,

It is accordingly so ordered.

Certified (Signed) A. R. McCLELAN.

R. W. L. TIBBITS,
Deputy Provincial Secretary.

The Board accordingly issued the amount mentioned, which sold as follows:

$24,000 at 99¾ p. c.
1,000 at par.

The issue was in bonds of $500 each, running 25 years, and bearing interest at 3½ per cent.

The Latour School, which is designed to accommodate pupils in the southern half of Carleton, faces on St. John Street, the school lot running back to St. George Street. It is built of brick with stone trimmings, measuring 80 by 90 feet, and contains two stories and basement, with high roof. There are three entrances, one at the front and two at the side.

The basement is airy and well lighted, with a good height of ceiling. Its outer walls are built hollow and the interior ones of solid brick. the plastering is cement work directly on the brick, there being no woodwork in this part of the building except the doors and window finish. Here are the boys' and girls' lavatories, 28 x 32 feet each, situated at each side, separated by the furnace and coal room, which run from front to rear. Here also are the play rooms with asphalt floor. The boys' lavatory is fitted up with

e urinals and enamelled W. C. range, the girls' with double W. C. range esides which are four teachers' W. C.'s with marble wash basins and ent floor.

On the ground floor are four class rooms, each 32 x 28 feet, also four ak rooms and a well lighted centre and cross hall, 12 feet wide. The ncipal's room is at the right of the main entrance, There are two flights ride stairs from ground floor to second floor, neatly framed in birch.

The second floor has two class rooms of the same size as those on the and floor and a fine Assembly Hall 88 x 32 feet, also two cloak rooms. h class room is fitted up with a teacher's room and each room contains a inet.

The floors above the basement are of the best quality of birch, and the ls of the class rooms and corridors are wainscotted 3 or 4 feet from the r with the same wood. The rest of the interior finish is of white wood. partitions between the cloak rooms and corridor are of wire work.

The plastering above the basement is of Windsor cement. Each room itted up with ventilating boxes connected with a heated ventilation flue.

The entrance steps are of granite, the vestibule of cast iron, the cornices covering of the high roof of galvanized iron, the deck of gravel roofing.

The building is heated throughout with hot water, supplied by two ry boilers with twin connection, is well lighted and in every respect oughly modern and convenient. The architect was H. H. Mott, Esq., builders B. Mooney & Sons, with Andrew Myles as sub-contractor for entering, Jas. McDade for galvanized iron work, Jas. Pullen for paint- J. Fitzgerald for heating, and P. Campbell for plumbing.

The Board has also made some needed improvments of a permanent ire as follows:—At winter Street School, by substituting a hot water ting system for the hot air system, which had been found unsatisfactory; he High School, by placing additional radiators at the north side where r were required; and by taking advantage of the new street sewer just in Douglas Avenue to establish a fine series of sanitaries there. cost was;

At Winter Street School	2,457.00
High School	1,371.71
Douglas Avenue	2,092.23
	$5,920.94

Besides these expenditures on capital account, the year's repairs amounted to $3365.14, the chief of which were :—

Miscellaneous repairs to Albert both exterior and interior, as well as yards and fences. New floors in St. Patrick's. Repairs to root and furniture of Douglas Avenue. Repairs to fence. windows, desks and yard of Victoria. Kalsomining and wall slates in Victoria Annex. New desks and basement whitewashed in St. Joseph's. Wall slates in St. Malachi's, Repairs to desks and walls in Leinster Street. Retaining wall rebuilt, wall slates and new desks in Centennial. Additional radiators in out room of Aberdeen and yard levelled and raised. Wall slates and new desks in one room in Winter Street. New desks in one room in St. Peters' Girls. High School entrance improved.

New maps, globes and dictionaries were supplied to the amount of about $288 by the committee on school aparatus.

The year opened with the largest enrolment on record, but the attendance was afterwards sadly lessened by an epidemic of small pox, which appeared in the city in October. The attendance gradually went down to little over 50 per cent of those on the rolls, ahd one school, the Aberdeen, seemed exposed to so much danger that it had to be temporarily closed and thoroughly disinfected. Soon after the Christmas holidays, however, the epidemic was effectually controlled, but the rate of attendance was materially affected till midsummer.

The Board contemplates erecting during the coming year a large school building in the centre of that portion of the city formerly called Portland, to accommodate the children now attending the Elm Street school and to relieve other over crowded buildings. On the completion of this building all the children of the city will be provided with commodious and well ventilated schoolrooms in modern and properly equipped buildings, of which any community might well feel proud. The questions of manual training and domestic science will no doubt receive the careful consideration of the Board at an early date.

We have the honor to be, Sir,

Your obedient servants,

ARTHUR I. TUEMAN, *Chairman.*

E. MANNING, *Secretary.*

STATISTICAL TABLES.

TABLE I—GENERAL FINANCIAL STATEMENT.

ASSETS.

ish on hand June 30, 1902		$	22 64
rniture (See Table)	$ 31,315 46		
ands and Buildings	343,373 92		
		$	374,689 38
nking Funds for Debentures issued 1898....			9,333 32
ue from City Corporation for same			25,666 68
'ater Bond No. G. 1342			500 00
round Rent, balance due			422 00
ue from City Corporation, proportion of School Assessment for 1902			44,720 50
n hand, Wood and Coal	229 00		
upplies in Office	66 01		
edals	55 12		
			350 13
			455,704 65
xcess of Liabilities over Assets			27,975 21
		$	483,679 86

Liabilities.

Debentures due 1901, Paid	....	$ 700 00	
" " 1902, "	....	2,600 00	
" " 1908, "	....	6,000 00	
" " 1909, "	....	11,500 00	
" " 1910, "	....	5,941 00	
" " 1917, "	....	20,000 00	
" " 1920, "	....	17,000 00	
" " 1921, "	....	23,000 00	
" " 1922, "	....	35,500 00	
" " 1925, "	... .	34,500 00	
" " 1926, "	....	69,500 00	
" " 1926, "	....	25,000 00	
" " 1934, "	....	10,000 00	
" " 1935, "	....	20,000 00	
" " 1936, "	....	1,500 00	
" " 1937, "	....	34,000 00	
" " 1940, "	....	26,500 00	
" " 1940, "	....	43,500 00	
Portland debt. 1906, "	....	7,750 00	
" " 1907, "	....	1,000 00	
			$ 395,491 00
Debentures issued by consent of Common Council and by authority of Legislature to pay off current indebtedness and in lieu of unpaid assessments due 1913	....		35,000 00
Coupons not presented, 36.			
Due Bank of New Brunswick	....		53,152 86

Table II—CAPITAL ACCOUNT FOR YEAR ENDING 30TH JUNE 1902.

Receipts.

Sale of Debentures		
Issue August 1st. 1901, interest		
3¼ p. c. Nos. 605 to 606 $1000		
at par	1,000 00	
607, 654, $24000, at 99¾	23,940 00	
Received from Current account	1,984 77	
		26,924 7

Expenditure.

Debentures Retired		
No. 63 Town of Portland	400 00	
Furniture purchased	1,321 12	
LaTour school property on construction		
account	18,972 96	
Elm St. Property	309 75	
Douglas Avenue improvements	2,092 23	
Winter St. improvements	2,457 00	
High Schools	1,371 71	
		26,924 7

Table III.—RECEIPTS ON CURRENT ACCOUNT, 1902.

hand June 30th 1901, ...	$ 8 75	
eposit Bank of N. B., ...	629 92	
		$ 635 67
l from Ground Rent, ...		511 00
Assessment, 1901, ...		90,915 06
County Fund, "		11,276 22
For Medals, "		125 00
Coal, "	$ 512 22	
Medals, "	55 12	
		567 34
lue Bank of New Brunswick, ...		53,152 86
		$157,183 15

EXPENDITURE, 1902.

schools per Table IV., ...	$ 74,912 39	
l Expenses, ...	760 29	
Secretary and Clerk, ...	1,400 00	
of Office, ...	397 80	
ng and Printing,....	128 69	
op Account, ...	60 20	
School Water Rate, ...	2 60	
ot, ...	3 60	
		77,664 97
nterest, ...		14,856 11
oupon Interest Bond 277, ...		120 00
New Brunswick, on Overdrafts, ...		1,246 90
and, ...		22 64
und Account, ...		2,110 45
ontractors Deposits, ...		471 60
k of New Brunswick, Loan, ance due 1901, ...		58,355 58
on hand, ...	66 01	
od and Coal, ...	229 00	
....	55 12	
		350 13
l Account, ...		1,984 77
		$157,183 15

TABLE IV.– Cost of the Schools for the Year Ending June 30th, 1902.

SCHOOLS.	Teachers	Care	Repairs.	Fuel, Water & Light	Rent.	Insurance	Supply.	Expense.	Totals.
Spar Cove	$	$	3 65	$	$ 10 00	$	$ 12	$	13 77
Sandy Point Road	245 43	28 00	2 00	24 00	.....	.....	32	5 00	304 75
Millidgeville	347 15	42 00	22 44	21 25	20 00	.....	55	4 00	457 39
Alexandra	2,927 36	400 00	102 83	500 47	150 00	.....	35 04	1 00	4,116 70
Newman Street	1 593 81	120 00	28 54	150 14	80 00	.....	2 26	.....	1,9.4 75
Douglas Avenue	1 839 53	120 00	178 84	199 35	50 00	.....	5 54	7 50	2 400 76
Elm Street	1 725 36	130 00	53 36	182 19	200 00	.....	8 78	80	2 300 49
St. Peter's, Boys	2,812 09	204 00	80 67	230 34	400 00	.....	36 85	1 00	3,764 95
St. Peter's, Girls	2 467 42	192 00	287 96	178 12	400 00	.....	10 45	4 00	3 539 95
Winter Street	3,808 01	400 00	354 02	470 00	.....	.....	9 51	.....	5,041 54
Aberdeen	2 406 66	200 00	271 85	325 99	.....	.....	18 86	8 50	3 231 96
Centennial	3,507 81	420 00	224 46	591 05	.....	10 00	21 15	3 25	4 777 72
St. Vincent	2 028 79	204 00	80 82	160 00	300 00	.....	24 63	.....	2 798 24
High School	7,913 04	500 00	208 11	1 042 07	.....	10 00	33 06	75	9 769 03
Leinster Street	1,802 89	200 00	241 57	274 65	350 00	.....	6 99	.....	2 876 10
St Malachi's	4 097 23	362 00	104 33	316 57	880 62	.....	15 21	3 25	5,779 20
St. Joseph's	2 062 57	250 00	186 18	212 31	425 00	.....	34 34	2 50	3 172 90
Victoria and Annex	6 124 13	623 30	232 72	779 65	.....	10 00	41 65	13 00	7,825 05
Albert	4,238 46	376 66	554 02	180 84	.....	20 00	36 32	90	5 457 20
Latour (and Mason's Hall)	1 238 88	135 34	47 46	46 14	300 00	153 55	3 20	.....	1,924 57
St. Patrick's	1,890 37	192 00	61 71	57 90	262 50	.....	14 51	.....	2,478 09
Queen Street	518 00	42 00	5 60	21 30	75 00	.....	8 56	.....	670 55
Brittain Street	281 85	.....	.....	.....	.....	.....	3 98	.....	285 83
	$55,906 83	$ 5,141 30	$ 3,365 14	$ 5 964 42	$ 3,903 12	$ 203 55	$ 371 98	$ 56 05	$74,912 39

V.—DETAILS OF ASSETS OF REAL ESTATE AND FURNITURE.

Property.		Land and Buildings.	Furniture.	Totals.
int Road School	.....	$597 40	$165 84	$ 763 24
ille "	.....	1,236 92	164 05	1,400 97
e "	.....	355 00	.....	355 00
ı "	.....	34 553 04	2,358 83	36.911 87
Street "	.....	2.787 66	498 08	3,285 74
Avenue "	.....	9,126 54	708 09	9.834 63
et "	.....	6,365 05	919 91	7,284 96
s', Boys' "	.....	.....	1,280 92	1,280 92
s', Girls' "	.....	.....	1,092 98	1.092 98
treet "	.....	35,896 96	2,187 50	38,084 46
"	.....	20.247 41	1,066 75	21,314 16
al "	.....	34,175 11	2 360 37	36,535 48
nt's "	.....	.....	910 42	910 42
"	.....	53,724 21	4,198 76	57.922 97
Street "	.....	.....	823 35	823 35
hi's "	.....	.....	1,765 17	1,765 17
h's "	.....	.....	1,188 57	1,188 57
"	.....	54.289 03	2,932 57	57,221 60
Annex "	.....	9,230 52	1,242 01	10.472 53
"	.....	33,137 86	1,762 69	34.900 55
"	.....	29,367 66	1 341 19	30,708 85
k's "	.....	.....	663 60	663 60
treet "	.....	.....	136 80	136 80
Street "	.....	.....	95 77	95 77
	.....	.....	1,327 34	1,327 34
	.....	1,330 98	123 90	1,454 88
ot	.....	3,000 00	.....	3,000 00
School lots	.....	13,000 00	.....	13,000 00
hi's addition	.....	668 67	.....	668 67
ck's addition	.....	283 90	.....	283 90
		$343,373 92	$31.315 46	$374,689 38

TABLE VI.--PUBLIC SCHOOL INSURANCE IN FORCE TO JUNE 27, 1904.

Companies.	Amount.	Period.	Represented by
North British & Mercantile..	$ 11,000	3 years	D. R. Jack.
Guardian.....	11,000	do	Weldon V. McLean.
Liverpool & London & Globe	11,000	do	Wm. M. Jarvis.
Phoenix (of London).....	11,000	do	S. S. Hall.
Imperial.....	11,000	do	E. L. Whittaker.
Connecticut.....	11,000	do	Vroom & Arnold.
Royal.....	11,000	do	J. S. Kaye, J. M. Gr
Commercial Union.....	9,000	do	H. C. Fairweather.
Northern.....	10,000	do	P. Clinch.
Caledonian.....	9,000	do	Cowie & Edwards.
Norwich Union.....	8,000	do	F. B. & H. B. Robi
British America.....	6,000	do	Knowlton & Gilchri
Manchester.....	8,000	do	W. H. White.
Sun.....	8,000	do	H. C. Tilley.
Keystone.....	8,000	do	A. G. Leavitt.
Phoenix of Hartford.....	6,000	do	Knowlton & Gilchri
Scottish Union.....	5,000	do	J. M. & C. H. Gra
Queen.....	4,000	do	C. E. L. Jarvis.
Atlas.....	4,000	do	H. Chubb & Co.
Insurance Co. of N. America	4,000	do	C. E. L. Jarvis.
London Assurance.....	4,000	do	R. W. W. Frink.
Western.....	5,000	do	do do
National (of Ireland).....	4,000	do	F. B. & H. B. Robi
Hartford.....	4,000	do	G. E. Fairweather.
Aetna.....	4,000	do	do do
London & Lancashire.....	4,000	do	do do
Quebec.....	3,000	do	Edwin Mackay.
Ottawa.....	4,000	do	T. Dunning.
Union Assurance.....	3,000	do	G. O. D. Otty.
Alliance.....	2,000	do	F. B. & H. B. Robi
Phoenix (of Brooklyn).....	2,000	do	A. C. Fairweather.
Canadian.....	3,000	do	P. Clark.
Law, Union & Crown.....	2,000	do	E. Machum.
Mercantile.....	2,000	do	W. H. White.
American.....	2,000	do	H. Chubb & Co.
Anglo American.....	2,000	do	J. F. Sullivan.
Boiler Insurance Co.....	5,000	1 year	R. W. W. Frink.
Law, Union & Crown.....	730	do	E. Machum.
Total.....	221,730		

BLE VII.—Details of Fire Insurance in Force to June 27, 1904.

SCHOOLS.	Buildings	On Furniture	On Improvements.	Total.
Point Road	$ 400	$ 140	$	$ 540
geville	800	140	.....	940
Cove	160	.....	.....	160
ndra	21,300	2,000	.....	23,300
ian Street	2,000	400	.....	2,400
as Avenue	5,600	600	.....	6,200
ster's (Boys)	.....	1,000	.....	1,000
ster's (Girls)	.....	850	.....	850
r Street	21,000	1,500	.....	22,500
leen	13,000	850	.....	13,850
nnial	21,000	1,800	.....	22,800
incent's	.....	650	.....	650
School	30,600	3,000	.....	33,600
er Street	.....	650	.....	650
alachi's	.....	1,325	475	1,800
seph's	.....	920	.....	920
ia	35,000	2,400	.....	37,400
ia Annex	5,600	850	.....	6,450
Street	.....	110	.....	110
n Street	.....	150	.....	150
t	20,000	1,310	.....	21,310
atrick's	.....	500	220	720
r	15,000	1,000	.....	16,000
	850	250	.....	1,100
	.....	600	.....	600
	$192,310	$ 22,995	$695	$216,000

SPECIAL INSURANCE—ANNUAL.

Elm Street, Furniture		$730	
Albert, 2 Boilers	$2,000		
Victoria, 1 Boiler	1,000		
High, 1 Boiler	1,000		
Centennial, 1 Boiler	1,000	$5,000	$5,730
Total			$221,730

TABLE VIII.—School Estimates for 1902.

1. Salaries of Teachers and Superintendent			$56,070
2. Salaries of Officers,			1,400
3. Fuel, Water and Light,			6,500
4. Care of Buildings			5,392
5. Rent and Insurance			4,403
6. Printing, Advertising and Binding			300
7. Repairs			5,000
8. Incidental Expenses			1,500
9. School Apparatus			500
10. Interest on Bank Overdraw			1,200
			$82,265
Less—County Fund, say,		$11,000	
Ground Rent and Interest		500	
			11,500
			$70,765
Add Debenture Interest:—On $ 27,850 @ 6 p. c.	$1,671 00		
" 6,941 @ 5 p. c.	347 05		
" 240,000 @ 4 p. c.	8,160 00		
" 187,000 @ 3½ p.c.	6,545 00		
Sinking Fund	2,053 00		
			18,776
			$89,541

TABLE IX.—Ground Rent Statement, Year Ending June 30th, 1902.

	Amounts	Rent Due.	Rent P'd.	Balance.
Mr. Hugh H. McLean,				
Year's rent to May 1, 1902,	$ 80 00	$ 80 00	$ 80 00	.....
Mrs. C. D. McAlpine,				
Balance due.....	60 00	.....	.....	.....
Year's rent to May 1, 1902,.....	60 00	120 00	46 00	$74 00
Mrs. Fred. Gregory,				
Balance due,.....	100 00	.....	.....	.....
Year's rent to May 1, 1902,.....	40 00	140 00	40 00	100 00
Mr. Jas. Parken,				
Balance due,.....	90 00	.....	.....	.....
Year's rent to May 1, 1902,.....	60 00	150 00	120 00	30 00
Mr Chas. A. Clark,				
Balance due, ...	113 00	.....	.....	.....
Year's rent to May 1, 1902,.....	80 00	193 00	75 00	118 00
Mr. Fred S. Thompson,				
Balance due,.....	50 00	.....	.....	.....
Year's rent to May 1, 1902,.....	50 00	100 00	750 00	250 00
Dr. Jas Manning,				
Balance due,.....	50 00	.....	.....	.....
Year's rent to May 1, 1902,.....	50 00	100 00	25 00	75 00
Mrs. L. E. Sprague,				
Year's rent to May 1, 1902	50 00	50 00	50 00	.....
Total of balances due.....	.....	.....	.....	$422 00

Table X.—BONDS ISSUED BY BOARD OF SCHOOL TRUSTEES, ST. JOHN.

Series.	Numbers.	Denominations	Amount	When Due.	Rate of Int'rst.
St. John, First Series	277	$ 2,000	$ 2,000	July, 1902	6 p. c.
do do	278	600	600	" "	6 "
do do	279 to 290	500	6,000	January, 1908	6 "
do do	291 to 313	500	11,500	July, 1909	6 "
do do	314 to 324	500	5,500	January, 1910	5 "
do do	325	441	441	" "	5 "
do do	327 to 366	500	20,000	July, 1917	4 "
do do	375 to 408	500	17,000	Sept. 1020	4 "
do do	409 to 421	500	6,500	March, 1921	4 "
do do	422 to 454	500	16,500	August, 1921	4 "
do do	455 to 479	1,000	25,000	" 1922	3½ "
do do	480 to 500	500	10,500	" "	3½ "
do do	501 to 535	1,000	*35,000	May, 1913	4 "
do do	536 to 604	500	34,500	" 1925	3½ "
do do	605 to 654	500	25,000	August, 1926	3½ "
Portland, First Series	64, 65	500	1,000	" 1907	5 "
do Second Series	1 to 14	500	7,000	Sept., 1906	6 "
do do	15	750	750	" "	6 "
St. John, Second series	1 to 20	500	10,000	Nov., 1934	4 "
(Redemption Bonds)	21 to 60	500	20,000	May, 1935	4 "
do do	61 to 63	500	1,500	March, 1936	4 "
do do	64 to 131	500	34,000	January, 1937	4 "
do do	132 to 218	500	43,500	May, 1940	4 "
do do	219 to 271	500	26,500	July, 1940	3½ "
do do	272 to 410	500	69,500	January, 1941	3½ "
		Total	$429,791		

Redeemed Nos. 1—100, 201 to 276, 326, 367 to 374, St. John 1st series.
Nos. 101—120 registered. From 120 to 200 never issued.
Nos. 1—63 Portland, 1st series.

*With sinking fund.

TABLE XI.—Summary of the Year's Work.

I. BUILDINGS.	First Term.	Second Term.
Number of Buildings Occupied as Schools	23	24
" " Owned	12	13
" " Rented	10	10
" " Occupied without Rent	1	1
" Rooms owned	88	94
" " Rented	60	57
" " Occupied without Rent	1	1
" High School Departments Grades XII.—IX.	13	13
" Advanced Departments, Grades VIII.—	46	43
" Advanced and Primary Depart. Grade VII —I	16	16
" Primary Departments Grade IX.—I	77	80

II. PUPILS.	First Term.	Second Term.
Number of Pupils enrolled	7,297	6,928
" Boys "	3,519	3,367
" Girls "	3,778	3,561
" Pupils over 15 yrs. of age	346	338
" " under 15 yrs. of age	6,951	6,593
" " Reduced by transfer	7,279	6,859
" Daily present on an average	5,549	5,495
Percentage of enrolled, daily present, Fall term	76.5	80
Grand Total Days' Attendance	443,951	637,828
Number attending High Schools	505	459
" " Advanced Schools	2,368	2,246
" " Primary "	4,408	4,223
" of Pupils to each Teacher, (average)	40 nearly	45
" Reported new to Schools	1,056	232
Percentage whole number attending High Schools	7	6.7
" " " " Advanced Schools.	32.5	33.02
" " " " Primary Schools	60.5	60.28

III. THE SCHOOL YEAR.	
Number of Teaching Days in the School Year	201
Total Number of Pupils enrolled	7,529
Grand Total Days Attendance for the Year	1,081,779
Average Number of Days each Pupil attended	143.7

TABLE XII.—Particulars of School Attendance. Year Ended June 30th, 1902.

SCHOOLS.	TEACHERS.	Class of License.	Grades Taught. 1st Term.	Grades Taught. 2d Term.	1st Term. Enrolled	1st Term. Attended	1st Term. Per cent	2nd Term. Enrolled	2nd Term. Attended.	2nd Term. Per cent.
Sdy. Pt. Road	M. Eva Keagin.....	Sup.	B & G 5,1	B & G 5-1	4	9	62	9	9	47
Millidgeville..	J. V. Kierstead	I	B & G 5,1	B & G 5 1	33	24	73	30	22	74
Alexandra.....	H. V. Hayes.....	I	B & G 8	B & G 8	41	33	79	36	29	82
	Jean Scott.....	Sup	" 7, 6	" 7, 6	55	44	80	53	41	81
	Ada Cowan.....	I	" 6	" 6	57	47	82	56	49	88
	Grace Murphy.....	I	" 5	" 5	58	46	80	58	49	86
	E. McAlary.....	II	" 5, 4	" 5, 4	58	45	78	63	52	81
	B. E Forbes.....	I	" 4, 3	" 4, 3	64	52	81	65	56	86
	E. L. Colwell	II	" 2	" 2	58	46	78	62	49	81
	B. I. Stevenson.....	I	" 1	" 1	63	48	76	68	52	77
Newman St...	M. D. Brown.....	I	B & G 7	B & G 7	48	40	83	48	40	84
	P. W. Livingstone	II	" 4, 3	" 4, 3	54	41	76	52	43	86
	E. G. Powers.....	I	" 2	" 2	46	38	82	48	41	85
	J. H. Mowry.....	II	" 1	" 1	55	37	66	50	36	78
Douglas Av...	Geo. W. Dill.	I	B & G 8, 7	B & G 8, 7	37	32	88	37	30	81
	A. G. Gale..	I	" 6, 5	" 6 5	49	36	4	47	37	78
	L. C. Brown.....	II	" 4, 3	" 4 3	47	38	81	45	37	83
	H. M. Dale..	II	" 3, 2	" 3, 2	52	40	76	54	41	80
	E. J. Connell.....	I	" 1	" 1	58	43	73	53	59	75
Im St	Kate A. Kerr.....	I	B & G 5	B & G 5	57	45	78	52	43	83
	I. Donaldson	I	" 4	" 4	53	40	75	48	38	79
	G. P. Sharp	II	" 4, 3	.....	56	40	71			...
	B. A. Alward.....	I	.....	" 4, 3				54	49	81
	Sarah Gray.....	II	" 2	" 2	59	40	75	50	38	79
	M. I. Strang	II	" 3, 2	" 3, 2	52	46	78	50	39	81
	J. N. Munro.....	I	" 2, 1	" 2, 1	43	29	66	38	28	73
	M. I. Morrow.....	I	" 1	" 1	74	48	65	59	44	74
. Peter's Boys	J. Harrington	I	B 8, 6	B 8, 6	39	30	76	35	28	79
	M. D. Sweeney.....	II	" 5, 4	" 5, 4	58	4	70	52	40	78
	E. J Quinn	I	" 4	" 4	56	48	85	55	45	82
	M. L. McMillin....	II	" 3	" 3	60	48	80	59	48	82
	A. B. McInnis	II	" 2	" 2	44	35	79	42	36	85
	K. S Buckley	II	" 2, 1	" 2, 1	58	4	7	55	41	75
	A. F. McCarron. ...	II	" 1	" 1	4	45	60	56	4	74
. Peter's Girls	J. Carney	I	G 8, 7	G 8, 7	35	3	89	32	27	84
	M. H. McClaskey ..	I	" 6	" 6	42	32	6	40	3	78
	A. Cassidy..... .	I	" 5	" 5	40	27	68	35	2	76
	F. M Quinn...	II	" 5, 4	" 5, 4	40	29	73	40	30	75
	M. E. Kelly	II	" 4, 3	" 4, 3	4	30	74	41	32	78
	M. B Corkery.....	II	" 3	" 3	45	38	84	46	39	86
	S. Boudreau	II	" 2	" 2	57	4	72	49	39	79
	E. Marry	II	" 1	" 1	59	39	67	60	42	70

ICULARS OF SCHOOL ATTENDANCE. YEAR ENDED JUNE 30TH, 1902. CONTINUED.

S.	TEACHERS.	Class of License.	Grades Taught. 1st term	Grades Taught. 2d term	1st term. Enrolled.	1st term. Attended.	1st term. Per. Cent.	2nd term. Enrolled.	2nd term. Attended.	2nd term. Per. Cent.
t..	T. Stothart	I	B & G 8	B & G 8	30	25	60	33	26	80
	A. M. Iaddles	I	" 7	" 7	47	36	76	45	37	70
	J. K. Sutherland	II	" 6	" 6	46	34	74	43	34	78
	J. S. Drake	I	" 6, 5	" 6, 5	37	23	64	43	32	74
	A. A. McLeod	I	" 5	" 5	49	34	70	49	43	86
	M. Gibson	I	" 4	" 4	50	33	66	48	39	80
	S. Taylor	I	" 4, 3	" 4, 3	41	31	77	38	33	86
	Gertrude Webb	I	" 3	" 3	60	41	67	56	46	81
	L. I. Simpson	II	" 2	" 2	60	39	66	50	40	81
	M. R. Gray	II	" 2, 1	" 2, 1	60	44	73	59	46	79
	E. Barlow	I	" 1	" 1	58	39	68	52	39	80
	M. R. Graham	I	" 1	" 1	41	25	62	40	26	67
. .	W. M. McLean	G. S.	B & G 8, 7	B & G 8, 7	32	24	75	29	20	68
	E. G. Corbet	I	" 6, 5	" 6, 5	50	35	69	41	32	78
	A. B. Honeywill	I	" 5, 4	" 5, 4	50	35	66	45	31	68
	M. Anderson	I	" 4	" 4	44	30	65	41	30	75
	Jessie Caird	II	" 3	" 3	52	36	69	50	39	78
	A. L. Page	II	" 2	.....	48	32	66	..	..	..
	M. S. Fowler	I	.....	" 2	..	..	..	45	33	74
	M. V. Lawrence	II	" 1	" 1	56	35	62	53	40	76
1..	Henry Town	I	B 7	B 7	38	27	70	37	29	78
	J. M. Rowan	II	" 4	" 4	41	29	71	40	36	89
	M. C. Evans	I	" 3	" 3	47	31	65	41	32	78
	I. Estabrook	I	" 2	" 2	60	43	71	62	52	83
	A. B. Allen	II	" 1	" 1	70	43	61	68	49	72
	A. M. Hea	I	G 5	G 5	44	29	65	40	35	82
	E. McBeath	I	" 4	" 4	55	33	61	55	44	81
	M. I. Campbell	II	" 3	" 3	42	26	59	39	30	79
	J. Milligan	I	" 2	" 2	44	26	59	42	33	87
	L. K. Mackay	I	B & G 1	" 1	70	35	56	60	43	73
it's	M. McDonald	Sup.	G 12, 10	G 12, 10	34	26	76	33	29	87
	M. E. Carey	I	" 9	" 9	32	23	72	32	26	80
	H. M. Kirke	I	" 5, 4	" 5, 4	44	26	60	41	35	84
	M. A. Legere	I	" 3, 2	" 3, 2	55	32	58	51	42	83
	R. B. Gallagher	II	" 1	" 1	58	34	58	54	40	74
	B. Cosgrove	II	" 6, 1	" 5, 1	50	54	96	55	54	98
ol	H. S. Bridges	G. S.	B & G 12	B & G 12	7	6	84	6	5	86
	W. J. S. Myles	G. S.	" 11	" 11	43	39	90	40	35	88
	M. M. Narraway	G. S.	G 11	G 11	43	38	88	41	35	85
	T. E. Powers	G. S.	B 10	B 10	41	36	87	42	34	81
	M. E. Knowlton	G. S.	B & G 10	G 10	45	36	79	35	30	85
	K. R. Bartlett	I	G 10	" 10	44	38	81	42	36	85
	E. McNaughton	G. S.	" 9	" 9	44	34	78	40	33	83
	H. M. Ward	I	B 9	B 9	43	34	80	41	31	77
	P. K. VanWart	I	" 9	" 9	44	38	86	36	31	87
	B. H. Wilson	I	G 9	G 9	45	34	75	38	30	80
	J. I. Lawson	G. S.	B & G 9	B & G 9	40	32	81	33	26	80
	A. K. Lingley	I	B 8	B 8	44	36	81	43	38	89
	L. H. Yandall	I	G 8	G 8	36	27	75	35	29	84
	F. I. Thorne	I	" 7	G 7	43	33	76	39	31	79
t..	J. McKinnon	I	B 7	B 7	45	33	74	46	40	87
	L. M. Kavanagh	I	" 6	" 6	48	39	82	46	36	80

PARTICULARS OF SCHOOL ATTENDANCE. YEAR ENDED JUNE 30TH, 1902.—CONTINUED.

SCHOOLS.	TEACHERS.	Class of License.	Grades Taught. 1st term.	Grades Taught. 2d term.	1st term. Enrolled.	1st term. Attended.	1st term. Per. Cent.	2nd term. Enrolled.	2nd term. Attended.
Leinster St.	E. W. Gilmore....	Sup.	B 5	B 5	52	35	68	50	41
	E. K. Turner....	I	" 5	" 5	49	38	78	48	41
	F. J. Dicaaide	I	" 5, 4	" 5, 4	46	30	65	39	31
St. Malachi's	James Barry ..	I	B 8	B 8	31	25	81	29	23
	M. R. Carlyn....	I	" 7	" 7, 6	40	28	71	39	33
	M. C. Coughlan....	II	" 6, 5	" 6	37	27	73	33	27
	A. B. Harrington.	II	" 5	" 5	38	23	61	35	28
	F. E. McManus .	II	" 5, 4	" 5, 4	49	34	70	46	37
	M. E. Gallivan.	II	" 4	" 4	50	33	67	47	39
	E. F. McInerney...	I	" 3	" 3	45	31	70	42	36
	Jas. R. Sugrue	II	" 3	" 3	37	24	67	38	30
	K. A. Cotter.	II	" 2	" 2	51	34	66	47	46
	C. M. Hogan.	II	" 2, 1	" 2, 1	41	22	57	35	27
	K. E. Lawlor	II	" 1	" 1	71	44	62	64	40
St. Joseph's.	S. Burchill. . ..	I	G 8, 6	G 8, 6	31	21	80	30	23
	M. E. Walsh.	I	" 7	" 7	42	33	79	40	35
	K. O'Neill. . .	II	" 6	" 6	50	36	72	47	38
	K. Haggerty. .	II	" 5, 4	" 5, 4	50	35	70	44	37
	F. Bourgeois	II	" 4, 3	" 4, 3	53	36	69	51	44
	G. Fitzgerald. ...	II	" 2	" 2	44	29	66	41	35
	A. P. Delaney .	II	" 1	" 1	48	29	62	44	33
Victoria.. .	W. H. Parlee.....	I	G 8	G 8	41	31	76	36	31
	E. A. Godard .	I	" 7	" 7	50	36	72	46	34
	M. L. Langley.. .	I	" 6	" 6	48	34	70	48	42
	M. G. Sharpe	II	" 6	" 6	48	35	73	48	40
	J. W. Estey.....	I	" 5	" 5	54	35	65	48	37
	A. D. Robb .	I	" 5, 4	" 5, 4	47	31	66	48	33
	L. G. Ingraham..	I	" 4	" 4	53	36	68	51	41
	S. T. Payson.	I	" 4, 3	" 4, 3	53	39	73	51	43
	F. E. Henderson.	I	" 3	" 3	53	39	73	51	44
	B. G. Thompson...	I	" 2	" 2	55	39	71	53	42
	M. H. Shaw..	II	" 2, 1	" 2, 1	51	30	58	48	35
	H. D. Gregg .	I	" 1	" 1	56	36	64	49	45
Victoria Annex ..	A. L. Dykeman.	Sup.	B 6	B 6	48	37	76	45	39
	L. Wetmore.	I	" 4	" 4	49	38	77	50	45
	L. L. Slater.	I	" 3	" 3	51	38	74	50	43
	G. B. Brown.	Sup.	" 3	" 3	53	39	72	46	40
	M. G. Gunn	II	" 2	" 2	57	41	73	50	46
	H. O. Howard.	II	" 1	" 1	63	39	61	65	45
Queen Street	I. T. Richardson	II	B & G 4, 1	B & G 4, 1	30	20	68	28	20
Brittain..	Helen Adam.....	I	B & G 6, 1	B & G 6, 1	20	17	84	29	23
Albert. .	J. Montgomery..	I	B & G 8, 7	B & G 8, 7	45	36	80	40	39
	C. R. Fullerton	Sup.	" 7	" 7	45	35	77	43	34
	E. A. Comben..	I	" 6, 5	" 6, 5	46	34	74	38	29
	Enoch Thompson	I	" 6, 5	" 6, 5	45	31	69	39	30
	M. G. Emerson	II	" 6, 5	" 6, 5	39	31	80	36	26
	A. M. Carleton	Sup.	" 4	" 4	61	47	79	52	40
	L. J. Fullerton . .	I	" 4, 3	" 4, 3	51	39	76	61	49
	H. M. Thompson..	I	" 3	" 3	50	41	82	52	44
	H. A. Smith.	I	" 3, 2	" 3, 2	61	48	79	61	51

PARTICULARS OF SCHOOL ATTENDANCE. YEAR ENDING JUNE 30TH, 1902.—CONTINUED.

SCHOOL.	TEACHERS.	Class of License.	Grades Taught.		1st term.			2nd term.		
			1st term	2nd term	Enrolled.	Attended.	Per Cent.	Enrolled.	Attended.	Per Cent.
Albert.....	B. A. Brittain.....	I	B & G 2, 1	B & G 2, 1	68	55	81	63	53	85
	L. A. Belyea.....	I	" 1	" 1	77	53	69	80	57	71
Mason Hall.	G. E. Armstrong .	I	B & G 6, 4	B & G 6, 4	30	28	79	38	30	79
	A. Emerson..	II	" 4, 2	" 4, 2	40	31	77	48	34	70
	M. A. Nannary... .	II	" 1	" 1	32	23	70	35	22	[illegible]
St. Patricks'.	J. F. Owens.. . .	G. S.	B 7, 5, 4	B 7, 5, 4	39	31	81	37	29	78
	Sarah Smith. .	II	" 3, 2	" 3, 2	34	25	72	32	24	76
	M. McKenna .	I	G 7, 5	G 7, 5	42	34	81	39	33	83
	M. A. Farrel.....	I	" 4, 2	" 4, 2	45	34	76	40	29	74
	M. J. Doherty.....	II	B & G 1	B & G 1	45	30	67	40	22	55

Table XIII. - Enrolment, Daily Average Attendance, Percentage of Enrolment, Daily Present, Etc. 1872 to 1902, Inclusive.

Year	Term.	No. of Pupils Enrolled	Average Daily Attendance.	Percentage of Enrolment Daily Present	No. of Departments	Average No. of Pupils in Each Teach
1872	First	5214	3445	66	92	57
	Second	6477	3473	55	106	61
1873	First	5672	3842	58	106	56
	Second	5884	3517	61	112	52
1874	First	6109	3814	62	121	50
	Second	5925	3838	65	119	50
1875	First	6044	3873	64	122	50
	Second	6085	3895	64	120	51
1876*	First	5988	4050	65	122	49
	Second	6098	3896	65	110	55
1879	First	7480	4875	65	137	55
	Second	7339	4920	67	136	54
1880	First	6356	4522	71	121	53
	Second	6488	4356	67	115	56
1881	First	5924	4182	71	116	51
	Second	6212	4341	70	115	54
1882	First	5657	4063	70	155	49
	Second	6067	4339	71	117	[illegible]
1883	First	5715	4247	74	117	49
	Second	6339	4300	70	121	52
1884	First	6021	4316	70	121	50
	Second	6069	4822	72	125	54
1885	First	6802	4856	68	129	53
	Second	6624	4894	74	125	53
1886	First	6577	4580	70	124	53
	Second	6530	5025	77	125	52
1887	First	6358	4658	73	125	[illegible]
	Second	6426	4847	70	120	50
1888	First	6414	4598	72	129	50
	Second	6470	4408	70	132	49
1889	First	6531	4408	67	132	49
	Second	6735	5416	70	132	49
1890	First	6789	4732	72	142	48
	Second	6786	5097	76	[illegible]	[illegible]
1891	First	6818	4969	73	140	49
	Second	6780	5353	79	144	47
1892	First	6061	4801	73	143	47
	Second	6651	5432	81	142	47
1893	First	6681	4923	75	142	47
	Second	6672	5433	82	143	47
1894	First	6440	5059	79	144	45
	Second	6742	5557	83	143	47
1895	First	6580	5261	80	143	48
	Second	6638	5332	81	143	46
1896	First	6491	4853	76	146	44
	Second	6584	5466	83	146	45
1897	First	6557	4934	76	146	44
	Second	6821	5572	82	148	45
1898	First	6531	5154	79	148	44
	Second	7000	5620	80	151	45
1899	First	6832	5268	77	149	46
	Second	6941	5744	83	155	46
1900	First	6753	5783	78	150	45
	Second	7180	5849	82	[illegible]	47
1901	Half year	6047	5590	87	153	45
1901-2	First	7297	5549	77	[illegible]	48
	Second	6928	5495	80	152	45

* The loss of records by the great fire of 1877 and the unsettled state of the Schools 8 months afterwards rendered the figures attainable of litt value in a comparative table li this. They are therefore omitted.

TABLE XIV.—Pupils Studying in the Several Subjects, Jan., 1901, to June, 1902.—Three Terms.

SUBJECTS.	PRIMARY GRADES.												ADVANCED GRADES.												HIGH SCHOOL GRADES.											
	I.			II.			III.			IV.			V.			VI.			VII.			VIII.			IX.			X.			XI.			XII.		
Physical Culture	1327	1343	1278	1081	1003	964	1045	1077	1020	1009	984	961	773	890	823	694	634	605	456	513	508	338	331	310	..	..	..			..	...	..	...	..	...	..
Mor'ls & Man'rs	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	..	..	..			..	...	..	...	...	...	..
Singing	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	..	..	..			..	...	..	...	...	...	..
Sewing & Knit'g		..	59					27		21	76	24	..	22	..	..	..	..	..	..	..	..	..	..	..	..	..			..	...	..	...	...	...	..
Reading & Spell'g	1327	1343	1278	1081	1003	964	1045	1077	1020	1009	984	961	773	890	823	694	634	605	456	513	508	338	331	310	215	248	220	139	143	132	65	104	98	18	10	9
Gram'r & Comp'n				"			"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"			"	"	"	"	"	"	"
Form, Col'r, Draw	1327	1343	1278	"	1003	964	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"			"	"	"	"	"	"	"
W't'g, print script	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"			"	"	"	"	"	"	"
Arithmetic	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"
Hyg'ne & Phys'y	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	81	...	...	..
Animls, plts, mins	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	..	..	..									
History										"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	245	248	220	139	143	132	65	104	98	18	10	9
Geography	1327	1343	1278	1081	1003	964	1045	1077	1020	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"
Latin																			404	408	440	265	297	301	"	234	207	"	143	131	"	"	97	"	"	"
Greek																									22	50	16	43	24	24	14	31	29	5	6	6
French																									215	248	220	139	142	131	50	91	86	18	7	6
Algebra																			97	82	433	338	290	310	"	"	"	"	143	132	65	104	98	"	10	9
Geometry																						150			"	"	"	"	"	"	"	"	"	"	"	"
Book Keeping																									"	"	"	"	"	"						
Trigonometry																															5	18	17	18	10	9
Chemistry																												139	143	132	65	104	...	18	10	
Physics																									119	216	220				...		...	18	7	6
Botany & Agric.																									200	216		130	143	132	65	91	...	18	10	9
Astron'y & Geol'y																																			3	

REPORT OF SUPERINTENDENT.

he Chairman and Board of School Trustees Saint John, N. B.

LADIES AND GENTLEMEN: I have the honor to submit for your con-deration the following report on the condition of the schools under your lminiatration. This report covers the period of the last eighteen months. the work of the educational department is regarded from a purely busi-ess standpoint, it will be seen that its transactions are not exceeded in im-ortance by those of any other department of the city, for these transactions volve in the first place the care of property which cannot be valued at uch less than $400,000, and in the second place an annual expenditure of bout $100,000. They thus represent what is ordinarily considered a pretty rge business. But when citizens consider the object of these transactions, d reflect that this large expenditure is not made for the ordinary commod-ies of life, but concerns the preparation of fully 7,000 young people for ccess in life and honourable citizenship, they will be compelled to acknow-dge the great importance of such a work.

Two things have contributed to make this important work successful a very high degree — first, the faithfulness of the School Board in per-rming its official duties; second, the zeal and professional ability of the reat majority of teachers in your employ. It is a pleasure for me to state at both principals and teachers are, as a rule, loyally devoting themselves the best interests of the pupils. It seems to me that professional ability d study are slowly but gradually on the increase, while I am pleased to te a disposition and a desire to keep fully abreast with what is latest both the theory and practice of education. Of course there are some teachers o do not seem to comprehend their responsibilities, and a few who are ally incapable, but by far the larger number realize that capable and ithful work is the surest guarantee to permanence and success in their sitions. A teacher who does not make a study of education generally, d who neglects that daily preparation which is so essential to the suc-ssful carrying out of the work of the school, is no longer fit to be placed charge of pupils. Indeed it may with truth be said that if the position of ch a teacher and his pupils were reversed the pupil might take the book

in hand and carry on the instruction with about as much ability and spirit as the teacher now does. Neither should the energies of teachers be expended to any considerable extent on work not directly connected with their schools. Where this is the case it will be found that the teacher cannot devote that attention and thought to the duties of the school, which are so indispensable to successful work in the class room. Again, teachers who are always prompt to leave the school at the hour of dismissal, and who never give their work the slightest thought or study until school opens on the following morning, cannot be prepared to conduct the recitation of a class successfully, even if they have a thorough understanding of such subjects as they are required to teach.

It is gratifying to note a gradual increase in the number of pupils attending the public schools of the city. The following presents a tabular view of the number of pupils throughout the whole city, as well as the percentage of attendance for the past four years:

	No. of Pupils enrolled 1st Term.	No. of Pupils enrolled 2nd Term.	Percentage of enrolment 1st Term.	Percentage of enrolment 2nd Term.
1899.....	6832	6941	76.67	83
1900.....	6753	7160	78.23	81.9
1901.....	6947	7319	87	76.5
1902.....	6936	.....	80	.....

The attendance of pupils in every school throughout the city was particularly good during the months of Sept. and Oct., 1901, until the outbreak of Smallpox in St. John during the latter month, and it was even better during the same months in 1902.

From an inspection of the above table it will be seen that the number of pupils at present on the school registers is 7,329—the largest number reached since 1879. The number enrolled in the latter year was undoubtedly due to the large floating population in the city just after the fire of 1877, and did not really represent the attendance of pupils who were the children of parents residing permanently in the city. This is shown by the fact that in 1880 the enrollment dropped to 6,400, and did not again reach 7,000 until the second term of 1898. The increase of pupils at the present time is to be found mainly in the Alexandra, Winter Street, St. Peter's (Boys'), Albert and High Schools. There is also an increase in the number

f boys attending grades I. and II. of the Victoria Annex. On the re-opening of the schools in August, 1902, after the summer vacation, it was found necessary to open a new department in the Alexandra School, also one in St. Peter's (Boys). Even though an additional department was opened in the Alexandra school in August 1902, the schools in that building are still somewhat overcrowded, and at the beginning of next school year it may be again found necessary to open another department there, although I am in hopes that when the fine new building on Elm St. is ready for occupation, the overcrowding in the Alexandra may be considerably relieved by a redistribution of pupils at present attending the Elm St., Newman St. and Alexandra schools.

The following table shows the enrolment of pupils at present attending grades I. to IV. Winter St., and grades I. to VI. Alexandra where the number of pupils necessarily assigned to each teacher seems excessive:

WINTER ST. SCHOOL.

TEACHER.	GRADES.	PUPILS.
Miss Gibson	III. & IV.	55
Miss Webb	III.	63
Miss Simpson	II.	64
Miss Gray	I. & II.	64
Miss Barlow	I.	63

ALEXANDRA SCHOOL.

TEACHER.	GRADES.	PUPILS.
Miss Cowan	VI.	55
Miss McAlary	V. & VI.	50
Miss Murphy	V.	50
Miss McDougall	IV.	59
Miss Forbes	III.	61
Miss Colwell	II.	57
Miss Stevenson	I.	61

When the highest educational experts give it as their opinion that no teacher can handle in an effective manner more than from 35 to 40 pupils, it will at once be seen that thorough work cannot be accomplished in some of the rooms containing the enrolment given above.

NEW BUILDINGS.

Since my last report was submitted one handsome new building has been completed. This building is situated on the west side of the harbour and bears the historic name of LaTour. This new school house is perhaps the finest in the city, and is a thoroughly up-to-date building in every respect. It contains an exhibition hall and six class rooms, four of which were occupied at the beginning of the term just closed. The rooms are all 28 ft. in breadth by 32 ft. in length, and the building was skilfully planned by the architect, Mr. H H. Mott, in such a way that the pupils in every room receive the light from the windows on their left and those at the rear. Each pupil is also provided with the adjustable seat and desk manufactured by Lordly & Co., after the pattern now approved by the Board. This building has enabled us to relieve the overcrowded condition of most of the rooms in the Albert building as well as also to afford proper quarters for the pupils, who used to occupy the small and ill lighted rooms in the Masonic Hall. The organization of the LaTour is as follows:—Mr. Armstrong, Principal; Miss Comben, Miss Lydia Fullerton, Miss Nannery.

Another building is now in course of erection on Elm St., North End, near the site of the old Madras School. This building is named the Dufferin and will be ready for occupation in August, 1903. It will contain ten rooms and an assembly hall, and will enable us to relieve in some measure the present overcrowded condition of the Winter St. building as well as to provide suitable quarters for those teachers and pupils, who have been compelled to endure the wretched accommodation afforded by the old Madras building. The erection of this splendid new building in the place of the old school house, which has so long been a disgrace to our city, will be a lasting monument to the energy and forethought of the present Board of School Trustees.

Many a teacher has borne eloquent testimony to the marked influence for good which a beautiful school room exercises on the conduct of the pupils. There is undoubtedly an intimate connection between the physical environment of pupils and their conduct; and a pleasant school room with its attractive surroundings, supplies one of the most effective conditions of easy control. Many a school has been completely transformed by its removal to

a new building, and every educator of experience knows that a dirty, dis building is for the most part a constant source of temptation to disorder.

DISCIPLINE.

The discipline of the schools of the City of Saint John has been kept up to the high standard maintained during previous years and is, I believe quite equal if not superior to that existing in the schools of any of the citi throughout the Dominion. Most of the teachers realize that the obje and purpose of corrective restraints is not so much to effect immediate a temporary results as it is to establish good habits, to enable the children act for themselves, and gradually to grow more sensitive to higher motive It must be apparent to any visitor, who enters our school rooms, that the results are being fairly attained. I have often been delighted in my visi to the different school rooms to see the happy and busy appearance of th pupils, to note the evidences of that good understanding between childre and teachers, which arises from good feeling and mutual respect, and to s that older and coarser modes of punishment are gradually disappearing At times, doubtless, there are cases which seem to require more drast methods of treatment, and it has occasionally been found necessary to infli corporal punishment, but the good teacher, like a good physician, will be careful to resort to the heroic treatment only in extreme crises.

There are, however, in the schools of every city of the size of St. Joh some pupils upon whom ordinary incentives and punishments have not th requisite effect. It cannot be said that the acts of these pupils are vicious but they are often really subversive of good discipline and may, if con tinued, develope into habits which will eventually lead to crime. The pupils are endowed by nature with strong wills, have never been effectivel controlled by their parents and their example often has a very bad effect o the habits of their fellows. It would doubtless be a very easy matter to g rid of such pupils by expelling them, but inasmuch as their perversity i usually the result of improper training at home, or rather, the absence o any training at all, these are precisely the pupils who are most in need o that restraint and moral training which the school aims to give. Wh these pupils need is special treatment in a special school. They require t be placed under the care and guidance of some teacher who is special fitted to deal with them, who will carefully study their peculiarities and b a kind but powerful hand work a thorough reformation in their moral cha acter and habits of study. The most effectual remedy for these pupi would be two or three ungraded schools in different parts of the city. A

this suggestion has been made in previous reports without having received the serious attention of the Board, I would most earnestly recommend it to your careful consideration during the coming year. In my report for 1899, I suggested that the instruction in such a school must necessarily be individual and that the teacher ought not to be hampered by any cast-iron curriculum. The work would for many reasons differ considerably from that of the regular school, and the teacher might be allowed to consult to a limited extent the tastes of the individual pupils under his charge.

To render our school system still more complete we need a further school for these pupils who can no longer be controlled by their parents, and whose homes are, therefore, no longer fit places for them, but who are not yet criminals. Schools of this kind have been established in several cities of the United States. In these schools pupils are detained and completely removed from their homes. The proper location for such a school is a farm, where the scholars would have every facility for exercise out of doors, and where they would be compelled to work industriously with their hands during a portion of each day. Such a school will be an absolute necessity, if the Legislature enact a compulsory school law, as they seem likely to do at an early date, and would undoubtedly be productive of untold benefit to some young people who are now on the downward track for the want of it. It would do more than anything to effect a practical solution of the so-called 'boy problem' which has been attracting so much attention for the last few months in this city. A school of this kind could not be established without considerable expense, and no doubt there are some persons who would regard such expense as unnecessary, but that expense is surely justifiable, which saves future citizens from a life of pauperism and crime. Is it not much wiser, more economical and more humane to train the young away from crime than to punish adult criminals.

GRADING.

Pupils are still promoted from grade to grade largely on the recommendation of their respective teachers. This is entirely in line with the best educational thought of the present day. Most of the cities in the United States have abolished the examination system and now promote pupils almost entirely on the judgment of teachers, who estimate the work and attainments of their pupils by simple monthly tests. No feature of progress in the present administration of public schools is more marked than the widespread movement to curtail as far as possible the evils of what may be termed the examination system of promoting pupils. Throughout Great

Britain the change in this respect has been quite as marked as in the United States and even more so. In England the Government School Inspectors re no longer permitted to hold examinations at stated times, and the rank-ng of schools and pupils is no longer based on examination results. In this onnection I may be allowed to quote the remarks of one of the most emin-nt of American educationists, Dr. Emerson E. White: "When not only the romotion of pupils but also the efficiency of teachers and the standing of chools are determined by the results of stated examinations, such examina-ions must, in the nature of things, largely determine the scope and charac-er of prior teaching and study, this being especially true when the written ests are prepared by the superintendent for all classes in the same grade in ne schools. Experience shows that few teachers can face such a formal est of their efficiency, and feel free to teach according to their best judg-ment and power. As the ordeal approaches, the burning question becomes ot what is best for the pupils, but what will count in the examination. 'nder this pressure teaching inevitably sinks into the art of preparing upils to pass examinations, and this often becomes a pretty fine art. For-ner tests are scanned for probable questions, and the arts of the coacher and rammer take the place of rational training. Teaching thus degenerates into ne art of preparing wares for the examination market." What is said above, owever, is not intended to prevent the teacher from making as free a use f the written test as he may find necessary for the purpose of forming an ntelligent estimate of the pupils. All capable teachers must test their upils from time to time, and the results of these tests whether written or ral must influence the teacher in forming an opinion as to the pupil's fitness r promotion. Nor can there be a surer guarantee of a pupil's fitness for romotion than the ability he shows month by month to master the work of ne grade from which he desires to be promoted.

The parents, I am pleased to state, have for the most part concurred in ne estimate formed by teachers as to the fitness of their children for pro-otion In some cases applications have been made to me for re examin-ion, but these have been so rare that they deserve only a passing notice. may add that, whenever it is found that a pupil is not likely to be able to ass to the succeeding grade, the teacher is recommended to visit the rent and inform him of the fact giving at the same time the reasons for the hild's failure to grade. These visits of the teacher have been in most cases roductive of much good, although I am obliged to state that there have been stances where parents have been found to blame the teacher, when their hild has failed of promotion.

The failure of many pupils to grade in June, 1902, was due in a great measure to their irregular attendance throughout the year. This irregularity of attendance was caused by their fear of contracting small pox which was so prevalent throughout the city during the last three months of 1901 and the early part of 1902. In many cases also the results of vaccination, which had been made compulsory by the Board on all pupils attending the public schools, were unusually severe; often keeping the pupil from school for some weeks.

SUBJECTS OF THE COURSE OF INSTRUCTION.

These have been for the most part intelligently and faithfully taught. "By their fruits ye shall know them" is an axiomatic truth that may well be applied to schools, for only in the schools themselves is it possible to determine the results of a system and the methods employed. There can be no question, in my opinion, that really excellent work is being accomplished in most of our primary grades. But at the same time an expert observer will have to admit that there is often a falling off in some of the succeeding grades, notably in the fourth and fifth. This is largely due to the lack of thorough and intelligent drill. Teachers of these grades often complain of the crowded condition of the curriculum and say that it is so full of subjects that thorough work is almost impossible. To this my invariable reply has been do not waste your time and strength on things which have little educational or practical value, teach what is essential, and then, by persistent and intelligent drill, fasten what you have taught in the mind of the pupil. There are things connected with the teaching of every subject which might well be omitted by the teacher in the first lessons, and presented only after the way has been properly paved. Hence there is the greatest need that only a person of the highest order of intelligence should fill the office of teacher.

Nothing has been more efficacious, in my opinion, in improving our schools than the meetings of the principals which have been held every month throughout the school year. By means of these meetings the work has been unified, weak places built up, and a more complete control and direction of the school work secured. In these meetings much attention has been devoted to the various subjects of the curriculum and the best mode of presenting and teaching each. These meetings have been productive of very great good in the past, and it will be my aim to make them productive of greater good in the future.

More attention has been paid to spelling in the last two years than was formerly the case. Manning's speller, a most useful little work, has been

laced in the hands of pupils of the fifth and succeeding grades, and I am in opes to see satisfactory results in the course of another year or two. Many minent teachers have contended that accuracy in spelling depends entirely n the written test, and that oral spelling is of no use whatever. The truth f such a statement, however, has never seemed very apparent to me and ecent experiments seem to show that accuracy of spelling in elementary rades is best secured by a judicious combination of both the oral and ritten tests. What better aid can there be than proper oral spelling in cquiring an accurate and ready pronunciation of words? And there can e no reasonable doubt that the old-fashioned system of oral spelling where distinct pause was made after each syllable was of the greatest assistance n making pupils ready readers.

In the majority of schools there has been considerable improvement n the teaching of English composition, but there are still too many teachers who do not recognize the supreme importance of early training in this ubject. When teachers require young pupils to reproduce the lesson in riting, they should be particularly careful to see that this exercise is nade not simply a mere test of knowledge, but also a thorough training n the written expression of their knowledge; otherwise, careless habits re sure to be formed and the real value of such an exercise as a training n composition is largely lost. In all written work it is of the utmost importance for pupils to be trained to aim at quality rather than quantity.

The teaching of reading has been fairly up to the mark. As a rule, eachers have aimed at teaching pupils to read so as to comprehend the nought. They have likewise insisted on correct enunciation and pronunciation to a greater extent than formerly, and have made marked improvement in these respects.

PHYSICAL CULTURE.

In previous reports I have endeavored to point out the great importance f systematic physical culture in any well balanced scheme of instruction. 'here should be introduced into all our schools a thorough and systematic ourse of well graded exercises calculated to promote the bodily health of ie school children and based upon scientific principles. It is scarcely ossible to overrate the advantages which pupils would derive from such a ourse of physical training, and it is to be hoped that the Board may, during ie coming school year, persuade our esteemed fellow citizen, Mr. Joseph llison, to renew the generous offer which he made a year or two ago, to rovide for a year at his own expense, a director of physical culture for the

city schools. There are far too many pupils in all of our school rooms, whose awkward postures and ungraceful movements show plainly enough the necessity of such training. Nor would it take a great amount of time to correct such undesirable tendencies. Fifteen minutes of continuous training daily would be quite enough to produce a marked change in the personal appearance of an entire room, and would undoubtedly tend to promote that grace and ease of bodily carriage which everyone should try to secure.

MANUAL TRAINING AND COOKING SCHOOL.

It seems as though the time had arrived when some form of manual training work should be provided for boys of the 7th and 8th grades. The experiment has been made in connection with the schools of Fredericton under the direction of Mr. McCready and has been quite successful there. There is every reason to believe that such a school would be found to work well if established here. An effort should also be made at the same time to establish a school in which girls of the same grades could be taught how to cook. For my own part I believe the educational value of such a school would be even greater than that of a school for manual training; and nothing of greater practical worth could be imparted to the girls in those grades than a knowledge of scientific cookery. If such knowledge could be generally diffused, there would in a very short time be a marked improvement in the health, the comfort and even the morals of an entire community. Who can tell but that it might prove the best way to teach scientific temperance?

HIGH SCHOOL ENTRANCE EXAMINATION.

In June, 1901, the total number of pupils who tried this examination in St. John, was 258, a number much larger than in any previous year. Out of this number 228 passed, and 30 failed.

The following pupils succeeded in making over 800 marks out of a possible 1050. They are arranged in order of merit.

Mary Hansen	901
Louise Olive	896
Nellie Brosman	893
Stanley Bridges	874
Geraldine Coll	869
Wilbur Gerow	850
Gertrude Hannah	849

Harold Shannon	849
Effie Ingram	845
Augustus Porter	841
Winonah Brennan	839
Florence Shannon	837
Winifred Smith	834
Alice Casey	833
George Crosby	833
Lottie Mount	830
Hazel Bell	828
Mary Sweeny	827
Madeline Legere	825
Hazel Pitfield	823
Esther Lannen	822
Roy Smith	822
Nellie Gosnell	821
Helen McMurray	819
Mary Hogan	817
LeRoi Ferguson	812
Winifred Harvey	811
Sarah McGloin	809
Allen Waterbury	807
Genevieve Dever	801
Ronald Holmes	800

The regulation of the Board of Education with respect to this examination provides that the papers written by pupils in each subject shall be read and estimated by two examiners, one of whom must be a teacher of the eighth grade, and the other a teacher on the High School staff. Those who acted as examiners in each subject for this examination in June, 1901, were as follows:

English Grammar.—Miss Ward and Mr. Hayes.
English Composition.—Miss McNaughton and Mr. Barry.
History and Geography.—Miss Beckwith and Mr. Stothart.
Arithmetic and Algebra —Mr. Myles and Mr. Montgomery.
Natural Science—Miss Wilson and Mrs. Yandall.
Drawing.—Mr. Powers and Mr. Harrington.
Latin.—Miss Bartlett and Mr. McLean.
Reading—Dr. H. S. Bridges.

In June, 1902, the number of pupils examined for entrance to the High ol was 230. Of these 207 were admitted and 23 failed. The examiners ch subject for June, 1902, were the same as in June, 1901, except that nglish Grammar the papers were examined by Miss Lawson and Mr. es, while Miss Ward and Mr. Barry took those in English Composition. following pupils made an aggregate of 800 marks and upwards out of a ble 1050:

Alice Kelly	905
Minerva Henderson	898
Mary O'Harra	864
Mary Mullin	863
Harry Fales	862
Margaret Sugrue	855
Gordon Kerr	849
Grace Fleming	840
George Higgins	840
Willie Brown	838
Edith Cunningham	833
Cecil Brown	832
Ellen McDonough	832
John Jennings	830
Jean Barr	829
Alfred Bardsley	828
Lillian Elliott	828
Edith Cuming	827
Regina McNeill	827
Stanley Poole	827
Florence Roberts	823
Pearl Blizzard	822
Helen Fotheringham	809
Arthur Steel	807
Etta Taylor	806
Fannie Brookins	804
Noel Lee	802
Katie Driscoll	802
Jennie Quinlan	802

HIGH SCHOOL.

'There has been a marked increase in the number of pupils attending the ligh School during the last three years. This is due to the fact that more oys than formerly are annually seeking admission to the High School, and fter entrance find it to their advantage to remain at the school long enough) secure certificates of graduation.

When the schools re-opened in August last at the close of the summer acation, it was found necessary to transfer Grade VII. (Girls) from the High chool building to the Victoria in order to secure proper accommodation for hose pupils of Grade IX. who had been occupying the High School Assem- ly Hall for the last two years. This change proved a most welcome one oth to the pupils and the teacher of this particular department of the High chool, and as a consequence much better work has been done by them than vas possible before. A proper room should also be provided for the pupils f Grade XII. who are now obliged to use the Principal's office as their lass room. There are at the present time 17 pupils in this grade, a number ntirely too large for the size of the room. Provision should also be made in he near future for opening another department for pupils taking the work of Grade XI. During the present school year there are no less than 88 pupils n the two divisions of this grade, which is really too many for two teachers o handle effectively in any year of High School work and much more so in he last year of the course, when pupils require and should receive so much ndividual attention.

In spite of the large numbers, I feel satisfied that the quality of the vork done has been kept up to the standard which has been maintained itherto, and which ought to be expected of a High School. No startling nnovations have been attempted, but each teacher has tried in all possible vays to improve the general work of his school, and I believe there is not single department of the High School in which real progress has not been nade.

Though our needs are still many, I shall make particular mention of ut three. The best work cannot be done in either history or literature vithout suitable works of reference, and in these the High School library is till very deficient. The Board should also at no distant day place an lectric clock in the building, and provide a suitable play ground for the irls.

The graduating exercises of the class of 1901, took place in the hall of he High School on Friday, June 28th. The graduating class numbered 42 upils and successfully carried out a fine programme of exercises. Then

wed the presentation of diplomas and honour certificates by the princi- after which the members of the class listened to an inspiring and ghtful address by Rev. Ira Smith, pastor of Leinster St. Baptist church.

The prize winners for 1901, were as follows:

Corporation Gold Medal.....Gertrude Lawson
Parker Silver Medal.....Mae Perkins
Governor General's Silver Medal.....William Morrow
Judge Trueman's Gold Medal.....Mary Hansen

On June 25th, 1902, the graduating class numbered 65. The following e programme of exercises carried out by the pupils on that occasion:

March—'Crack of the Whip,".....High School Orchestra
Essay—"Canadian Heroism,".....Jennie Colter
Essay—"Nature,".....Hugh G Morrison
Selection—"Cleanthe Waltz,".....High School Orchestra
Essay—"Benefits of Failure,".....Eliza B Smith
Essay—"Commercial Resources of Canada,".....William Denham
March—"General Miles,".....High School Orchestra
Scenes from Shakespere—'The Winter's Tale."
Introductory and Interlude.....Miriam Hatheway

I.—Scene at the Shepherd's Cottage.

Florizel.....John D. Matthew
Perdita.....Beatrice C. Skinner
Shepherd.....Parnell B. McCafferty
Dorcas.....Ethel Hannah
Polixenes.....William W. Malcolm
Camillo.....Ernest E. Clawson

II.—Scene in Paulina's House.

Leontes.....S. Hart Green
Paulina.....Robina Berton
Hermione.....Mary A. Trueman
Selection.....High School Orchestra
Essay—"Concentration,".....Jennie B. Wisdom
Valedictory.....William H. Morrow

The members of the graduating class then received their diplomas and our certificates, after which short and appropriate addresses were made the Rev. W. O. Raymond and Senator Ellis. A very interesting feature of

he closing exercises of the class of 1902, was the unveiling of a portrait of)r. James Paterson, the distinguished head master of the St. John Grammar School, for 40 years. The portrait is an excellent likeness of Dr. Paterson nd was presented to the school by Senator Ellis, who had selected Dr. W. ?. Dole as the speaker on the occasion. Dr. Dole's eulogy was a fitting nd graceful tribute to the merits of his former teacher and was listened to vith close attention throughout.

The High School lost a very capable teacher by the withdrawal of Miss Maude Narraway, who retired from the employ of the Board in June, 1902, f ter a long period of faithful and devoted service. Miss Narraway's resigation was deeply regretted by all the friends of the school, as her fine cholarship, splendid teaching powers and noble ideals had left a lasting npress on the minds and characters of pupils for many years. To all old raduates the High School will not seem quite the same place with Miss Narraway no longer there. It is to be hoped that she will still retain a vely feeling of interest in the institution to the staff of which she was so ong a distinguished ornament.

The prize winners for 1902, were as follows:

William Morrow.....Corporation Gold Medal.
William Morrow.....Parker Silver Medal.
William Woods.....Governor General's Silver Medal.
Alice Kelly.....Judge Trueman's Gold Medal.

Respectfully submitted,

H. S. BRIDGES,
Supt. of City Schools.

CITY OF MONCTON.

Board of School Trustees, 1902.

MR. J. T. HAWKE, *Chairman.*

MR. H. H. AYER,
MR. JOHN HARRIS,
MR. A. E. WALL,
MR. JAS. FLANAGAN,
MISS HATTIE TWEEDIE,
L. N. BOURQUE, M. D.
MR. H. S. BELL,
MRS. ANNIE M. PURDY,

F. A. MCCULLY, LL. B. *Secretary.*

Staff of Grammar School, 1902.

GEORGE, J. OULTON, M. A., *Principal*—Teacher of Chemistry, Physics, Physical Geography, Nature Lessons, Geometry, Physiology, Arithmetic.

G. FRED MCNALLY, B. A.—Teacher of Greek, Latin, History, Civics.

H. B. STEEVES, M. A.—Teacher of Botany, Book-keeping, Algebra, Agriculture, Arithmetic, Grade IX.

W. A. COWPERTHWAITE, M. A.—Teacher of French, English Literature, Grammar and Composition.

To J. R. INCH, ESQ., LL. D.
Chief Superintendent of Education,
Fredericton, N. B.

SIR:—The Board of School Trustees for the City of Moncton have the honor to present for your consideration the annual report of the Public Schools in the City of Moncton, for the year 1902.

During the year no change has taken place in the constitution of the Board. Trustees Miss Hattie Tweedie and L. N. Bourque, M. D., whose term of office expired during the year were reappointed by the City Council. The grand total enrollment throughout the city for 1902, numbered 1795, and thirty-four teachers were engaged. Total number of pupils enrolled last year was 1778.

ABERDEEN SCHOOL.

This building accommodates sixteen schools, the grades running from ;o XI, inclusive, with an enrollment of 800 pupils. The High School l the Grammar School for the County of Westmorland consists of Grades ., X and XI; had an enrollment of 156 pupils during the year.

Some important changes in the staff of the High School have taken ıce during the year. During the first term of the year only three teachers re engaged on the staff, and at the beginning of the second term the ·vices of Mr. H. B. Steeves, M. A., were engaged for Grade IX. Mr. eeves has had long experience in other schools and came with an excelıt record as a progressive teacher. At the opening of the second term, :. C. H. Acheson, who for several years had been one of the most sucssful teachers in the High School, received from the Colonial Secretary's fice in London, a flattering offer for his services. He was requested to to South Africa and assume a position on the Normal School staff in etoria. Mr. Acheson accepted this offer and resigned his position in oncton. General expressions of regret at the loss sustained by Moncton gh School were made on all sides. Mr. Acheson during his term in oncton gave universal satisfaction and was indefatigable in his efforts for e success and progress of the school. The city of Moncton, and the ofession generally throughout the Province suffered a great loss in the moval of so enthusiastic a teacher. Suitable expressions of regret Mr. Acheson's removal were formally made by the trustees, the teachers the city, the pupils of the High School and the citizens. Mr. McNally ıs promoted to the position of teacher of Grade X. In filling the vacancy e trustees, were however, very fortunate in securing the services of Mr. '. A. Cowperthwaite, M. A., of Harvard University. The work in the igh School has been very successfully carried on during the year. In e other departments in the Aberdeen School some changes in the staff ve occurred. Mrs. Gross a teacher of long and excellent service in primy grades was given continued leave of absence and her school was successlly supplied by Miss Lottie Weldon. Owing to ill-health, at the close of the ıne term Mrs. M. P. Simpson an experienced teacher, who has done excellent rvice for many years, was compelled to ask for leave of absence. Her ace was filled by Miss Mabel E. McLeod. Early in last term Miss Eva ıllivan for some years a very successful teacher in Grade IV, resigned, ·ing about to remove from the Province. The Board expressed regret at

her resignation. There being two Grades VII in the Aberdeen School, Miss Etta Cormick who holds a superior license was engaged.

ENTRANCE EXAMINATION.

In June last, entrance examination for High School was held in the Aberdeen building under the supervision of Principal Oulton, Principal Irons and the Secretary to the School Board.

79 candidates presented themselves for examination:

11 secured a place in Frst division.
42 secured a place in the Second division.
26 secured a place in the Third division.

Of the number presenting themselves, 53 were admitted to the High School. The one making the highest marks in this examination was Miss Clairence Theresa Flanagan of the Wesley Street School, who made a total of 859. She won the Silver Medal, donated by His Honor the Lieutenant Governor, for 1902. The second place in this examination was secured by Miss Ida McKay of Victoria school.

GRADUATING EXERCISES.

In June last, the closing exercises in the High School were held in the assembly hall of Aberdeen building. The following constitutes the graduating class for 1902, who received diplomas in order of merit:

1	Eva McCracken	Division	1
2	Harold Coleman	"	2
3	Florence Mackenzie	"	2
4	Eva Magee	"	2
5	Bessie Fairweather	"	2
6	Daisy Weldon	"	2
7	Ella Hannah	"	2
8	Harry Gorbell	"	2
9	Jean Welling	"	2
10	Ernest Martin	"	3
11	Grace Schwartz	"	3
12	Grace Steadman	"	3
13	Daisy Rand	"	3
14	Alice Burnyeat	"	3

PRIZES.

The following prizes were awarded:

Miss Eva McCracken, won the Gold Medal given by Mr. J. T. Hawke, st average Grade XI, marks 89.9.

Miss Daisy Weldon, won Math. Instruments, given by Mr. F. A. oCully, best average Grade XI, marks 93.3.

Miss Eva McCracken, won course in Business College, given by Miss hnson, Principal, for best average in English, Grade XI, marks 95.5.

Miss Eva McCracken, won course in M. B. College, given by Miss hnson, for best average in Mathematics, Grade XI, mark 90.

Miss Eva McCracken, won quarter lessons in French, given by Miss nith, for best average in French, Grade XI.

Miss Stella Kerr, won prize given by His Worship, Mayor Givan, for st average Grade X.

Miss Mary Adams, won Bronze Medal, given by Governor General, r best average in Grade IX.

Miss Clairence Flanagan, won the Lieutenant Governor's Medal, given r best average entrance to High School.

VICTORIA SCHOOL.

The enrolment in this school during the year was 556, in ten departents comprising Grades I to VIII inclusive. No changes in the staff in hool have occurred during the year. The work has been successfully rried on under Principal Irons.

WESLEY STREET SCHOOL.

The enrolment in this school has largely increased during the year and w comprises 445. The enrolment in this school has largely increased, as llows: In year 1898, 326; 1899, 375; 1900, 367; 1901, 413; 1902, 445.

As contemplated last year, the Board, owing to overcrowding in imary grades, engaged the services of another teacher, Miss Evangeline eBlanc. There are now 7 departments in this building all doing good ork, under an experienced Principal.

Miss Clairence Flanagan, a pupil from this school, led all competitors r entrahce to High School. Last year a pupil from this school also led in is examination.

INSPECTOR'S REPORT.

Early in the year written reports upon the condition of the various schools in the city of Moncton were submitted to the Board of Trustees by the Inspector of Schools for the County of Westmorland and the Secretary of this Board.

PERMANENT IMPROVEMENTS AND SPECIAL REPAIRS.

During the year the Board expended a considerable amount for permanent improvemements and special repairs which were absolutely necessary. These amounts are as follows:

1902

Roof Aberdeen, C. O. Rowe	$44 92
Roof Aberdeen, Sumner Co	486 11
Pillars Aberdeen, (Iron)	165 00
Iron doors foul air shaft Aberdeen	38 10
Repairs to blackboards	14 16
Calcimining interior of Victoria building	119 00
Total	$ 867 29

BONDS.

During the year past, Bond No. 32, $500.00 bearing interest at 6 per cent. fell due and was paid out of Current account. During the year 1903, four bonds Nos. 34 to 37, $500.00 each fell due. In 1901, Bond No. 33, $500 00 bearing interest at 6 per cent. was paid out of the Current account. Some provisions should be made by the Council for the payment of these amounts, either by issuing other bonds or by assessment.

Attached to this report are a number of tabular and comparative statements relating to the city schools. All of which is respectfully submitted.

F. A. McCULLY, *Secretary.*

JOHN T. HAWKE, *Chairman.*

Moncton, N. B., December 31, 1902.

STATEMENT NO. 1.

Showing Increase in Enrollment.

Year.	Term.	No. of Pupils Enrolled.	No. of Schools.	Average No. Pupils to Each Teacher.
1887	First	1052	19	56
	Second	1092	19	58
1888	First	1070	19	57
	Second	1026	20	62
1889	First	1160	20	58
	Second	1271	22	58
1890	First	1237	22	56
	Second	1464	24	61
1891	First	1408	24	59
	Second	1612	28	58
1892	First	1544	28	56
	Second	1652	28	59
1893	First	1536	28	56
	Second	1621	28	57
1894	First	1572	28	56
	Second	1641	28	59
1895	First	1664	29	57
	Second	1716	31	57
1896	First	1661	31	57
	Second	1720	31	57
1897	First		31	
	Second	1749	31	58
1898	First	1678	33	
	Second	1741	33	53
1899	First	1682	33	51
	Second	1825	33	55
1900	First	1736	33	52
	Second	1717	34	50.5
1901	First	1693	34	50
	Second	1778	33	54
1902	First	1712	32	54
	Second	1795	34	53

STATEMENT No. 2.

Teachers and Grades, 1902.

Teachers.	Class	Standards.		Religions.				
		1st Term.	2nd Term.	Pres	Cath.	Bap.	Meth.	Epis.
ABERDEEN HIGH SCHOOL.								
Geo. J. Oulton, M. A	G. S	11	11				1	
Cyrus H. Acheson	"	10						1
G. Fred McNally, B. A	"	9	10			1		
W. A. Cowperthwaite, M. A	"		9					1
H. B. Steeves, B. A	"		9				1	
S. B. Anderson	Sup.	8	8	1				
Ethel Murphy	I	7	7	1				
Alice Lea	I		6				1	
Florence Murphy	II	6						
Etta Cormick	I		7					1
Agnes McSweeney	II	6	5		1			
Mame I. Smith	I	5	5	1				
Mary A. Moore	I	4 & 5	4					1
Eva Sullivan	I	4	3 & 4			1		
Miss McLeod	I	1 & 2	3 & 4	1				
Elspeth Charters	I	3 & 4	3	1				
Mrs. M. P. Simpson	III	3						
Miss Ella McKay	I	1 & 2	1 & 2			1		
Emma Condon	I	1 & 2	1 & 2	1				
Lottie Weldon	I	1 & 2	1 & 2			1		
VICTORIA SCHOOL.								
S. W. Irons	I	8	8	1				
Catherine Barton	I	7	7					1
Cora L. Simpson	I	6	6	1				
Harriet Willis	I	5	5	1				
Ella Stevens	II	4	4					1
Hazel Taylor	I	3	4	1				
G. May Forge	I	3	3					1
Eunice Brown	I	2 & 3	2 & 3	1				
Fannie McLaren	I	1 & 2	1 & 2	1				
Edith Mitchell	I	1	1				1	

STATEMENT No. 2.—Continued.

Teachers and Grades, 1902.

Teachers.	Class.	Standards.		Religions.				
		1st Term.	2nd Term.	Pres.	Cath.	Bap.	Meth	Epis
WESLEY STREET SCHOOL.								
gnes Quirk...	I	7 & 8	7 & 8	.....	1	.....	.....	....
ate Hamilton.....	I	5 & 6	5 & 6	.....	1	.....	.....	....
atalie Allain.....	II	5	5	.....	1	.....	.....	....
lizabeth Richard.....	I	3 & 4	3 & 4	.....	1	.....	.....	....
atherine Hennessey.....	I	2 & 3	3	.....	1	.....	.....	....
vangeline Bourque.....	I	1 & 2	1 & 2	.....	1	.....	.....	....
lodie Bourque.....	I	1	1	.....	1	.....	.....	....
vangeline LeBlanc.....	I	.....	1	.....	1	.....	.....	....
				12	9	4	4	7

STATEMENT NO. 3.

Grand Total Enrollment at Beginning of Terms in August, 1898, 1899, 1900, 1901 and 1902.

ABERDEEN SCHOOL	1898	1899	1900	1901	1902
Grade XI. High School,	44	36	33	25	45
Grade X. " "	60	43	41	51	42
Grade IX. (A) High School	39	44	47	38	32
Grade IX. (B) High School	38	47	44	38	37
	181	170	165	152	156
Grade VIII	51	49	51	48	43
Grade VII	56	49	42	46	83
Grade VI	50	52	58	93	59
Grade V	88	105	109	100	105
Grade IV	81	92	89	75	83
Grade III	79	100	99	112	89
Grades I. & II	61	66	55	63	62
Grades I. & II	60	63	53	54	60
Grades I. & II	60	62	55	59	60
	586	638	611	650	644
VICTORIA SCHOOL.					
Grade VIII	40	52	38	49	45
Grade VII	52	57	74	61	52
Grade VII. & VI	99	..	..	..	..
Grade VI	..	50	54	52	63
Grade VI .& V	..	55	..	..	..
Grade V	53	..	60	66	62
Grades V. & IV	51	56	..	..	..
Grade IV	..	..	59	57	104
Grades IV. & III	53	59	..	..	..
Grade III	50	52	55	122	71
Grade II	61	60	52	39	43
Grades II. & I	64	119	121	57	58
Grade I	...	...	..	60	58
	523	560	513	563	556

STATEMENT 3—Continued.

WESLEY ST.	1898	1899	1900	1901	1902
Grades VIII. & VII	37	44	36	38	37
Grades VI. & V	47	52	50	60	52
Grade V. IV	48	56	53	57	..
Grade V	..	..	..	..	48
Grades IV. and III	57	..	55	56	59
Grade III	..	63	..	..	58
Grades III & II	..	..	59	65	..
Grades II. & I	137	160	58	137	..
Grade II	..	..	..	...	59
Grade I	..	..	56	..	132
	326	375	367	413	435

STATEMENT NO. 4.

Term Ending June 30th 1902. Teachers and Actual Attendance Returns.

SCHOOLS.	TEACHERS.	Salaries.	Days of Session.	Pupils Enrolled.	Boys.	Girls.	Gross Days Pupils Attended.	Gross Days Lost.	Average Days Pupils Attended	Percentage of Attendance
Aberdeen....	George J. Oulton	850	114	22	3	19	2118	270	19.39	87.08
	C. H. Acheson . .	650	118	45	18	27	4338	484½	37.67	88.7
	G. Fred McNally.....	500	118	70	21	49	6740	630	57.46	89
	S. B. Anderson . . .	480	121	46	22	24	4421	580	37.46	88.50
	Ethel Murphy.....	275	119	44	22	22	4052½	507½	35	80
	Florence Murphy ..	275	119	47	30	17	4874½	384	31.9	89.2
	Agnes McSweeney....	275	119	45	21	24	4212½	989½	36	80
	Amelia J. Smith.....	365	118½	60	36	24	6063	597	52.6	87.6
	Mary A. Moore.	240	118½	54	21	33	5043	944½	43.8	81
	Eva Sullivan.	240	118½	54	21	33	5412½	853	47	87
	Elspeth Charters . ..	275	118½	56	32	24	4885	805	42	75
	Mrs. M. P. Simpson....	275	118½	59	40	19	5661½	857	49	88
	Ella J. McKay	275	118½	61	28	33	5508½	1054	47.5	77.9
	Emma Condon.....	275	118½	60	24	36	5515½	1588½	49.35	62.25
	Lottie L. Weldon	275	118½	63	25	38	5846½	1919	50.25	79.76
Victoria.....	S. W. Irons....	850	110	41	15	26	3884½	395½	33.5	81.7
	Catherine Barton. . .	275	119	58	21	37	4681	1067	41	71
	Cora L. Simpson... ...	240	119	51	21	30	4834	598	41.6	81.5
	Harriet E. Willis.....	275	119	68	29	39	6517½	926½	56.3	83.8
	Ella L. Stevens.... ...	275	119	53	28	25	5653	428	48.83	92.13
	Hazel Taylor.	225	119	50	24	26	4852½	672½	41.7	83.4
	G. May Forge	240	119	51	34	17	5228	828	43.9	86
	Eunice J. Brown... .	275	119	44	25	19	4077½	750½	34.8	79.09
	Fannie McLaren.. ..	275	119	60	26	34	5612½	1368½	48.5	80.9
	Edith L. Mitchell.....	240	119	60	35	25	5512½	977	47.3	78.8
Wesley St...	Agnes Quirk.....	400	120	41	12	29	4167	409¼	35.45	88.46
	Kate Hamilton.... ...	240	119	59	31	28	5620½	731½	48	81.35
	Natalie Allain..	275	120	55	23	32	5684	723½	48.33	87
	Elizabeth Richard. ...	275	120	54	32	22	5064	643	43.41	80.38
	Catherine Hennessy...	275	120	60	28	32	6024½	972½	51	85
	Evangeline Bourque..	240	120	64	25	39	5559½	1139¼	47.4	74
	Elodie Bourque . ..	225	120	57	26	31	4880	764½	41.6	73.1

STATEMENT NO. 5.

'erm ending June 30, 1902. No. of Pupils in the Several Standards of Instruction.

SUBJECTS.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	TOTALS.
.eading, Spelling and Recitation	267	226	261	207	218	166	128	102	.....	.....	.....	1575
omposition	.....	.....	261	207	217	166	128	102	.....	.....	.....	1081
rammar and Analysis	.....	.....	261	207	217	166	128	102	.....	.....	.....	1081
.istory	.....	.....	.....	21	217	166	128	102	70	45	22	771
orm	267	226	261	207	217	166	128	IIII	.....	.....	.....	1574
ıdustrial Drawing	267	226	261	207	217	166	128	102	.....	.....	.....	1574
rint Script	267	226	261	207	218	166	128	102	.....	.....	.....	1575
'riting	267	226	261	207	218	166	128	IIII	.....	.....	.....	1575
rithmetic	267	226	261	207	217	166	128	61	70	45	22	1670
eometry	.....	.....	.....	.....	.....	.....	.....	.....	70	45	22	137
.ensuration	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
lgebra	.....	.....	.....	.....	.....	.....	128	102	70	45	22	367
eography	.....	.....	261	207	217	166	128	102	70	45	22	1218
.ineral, Plant and Animal Life	238	192	256	206	216	166	128	102	.....	.....	.....	1504
D our	267	226	261	207	217	166	128	102	.....	.....	.....	1574
nging	238	192	261	154	122	143	128	15	.....	.....	.....	1253
emperance Teachings of Science	238	192	261	207	217	166	128	102	.....	.....	.....	1511
hysics	.....	.....	.....	.....	.....	.....	.....	.....	70	.....	.....	70
hysiology	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	22	22
atin	.....	.....	.....	.....	.....	.....	122	100	52	43	18	335
rench	45	.....	34	35	.....	.....	.....	20	70	38	22	264
ook-keeping	.....	.....	.....	.....	.....	.....	.....	.....	70	44	.....	114
hemistry	.....	.....	.....	.....	.....	.....	.....	.....	.....	45	22	67
griculture and Botany	.....	.....	.....	.....	.....	.....	.....	.....	70	.....	22	92
reek	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	.....	7
ngl.sh	.....	.....	.....	.....	.....	.....	.....	.....	70	45	22	137

STATEMENT NO. 6.

Term Ending December 31, 1902. Teachers and Actual Attendance.

SCHOOLS.	TEACHERS.	Salaries.	Days of Session.	Pupils Enrolled.	Boys.	Girls.	Gross Days Pupils Attended	Gross Days Lost.	Average Days Pupils Attended	Percentage of Attendance.
Aberdeen	George J. Oulton	850	80	45	14	31	2934	320	37.75	83.89
	G. Fred. McNally	650	80	42	11	31	2720 1-2	302	35.04	83.45
	W. A. Cowperthwaite	500	80	37	13	24	2573	255 1-2	33.18	89.67
	H. B. Steeves	500	80	32	14	18	2118 1-2	254	27.1	84.7
	S. Boyd Anderson	480	80	43	21	22	2983 1-2	506 1-2	37 1-2	87.3
	Etta A. Cormick	275	80	40	18	22	2434 1-2	155 1-2	31.4	78.5
	Ethel Murphy	275	82	43	28	15	2943 1-2	392 1-2	[illegible]	85.
	Alice Lea	275	80	59	21	38	[illegible]	138 1-2	55.1	93.39
	Agnes McSweeney	275	82	52	28	24	3542	648 1-2	44.	84.
	Amelia I. Smith	275	80	53	33	20	3486	538	44.96	84.83
	Mary A. Moore	240	82	55	30	25	3613	792 1-2	45.	81.8
	Mabel E. McLeod	275	82	58	37	21	3710 1-2	1045 1-2	45.	78.7
	Elspeth Charters	275	80	59	28	31	3845 1-2	558	49.	83.
	Ella J. McKay	275	80	62	32	30	4102 1-2	529	52.	84.6
	Emma Condon	275	82	60	30	30	4024	787	50.08	[illegible]
	Lottie L. Weldon	200	80	60	25	35	3673	1127	47.11	78.52
Victoria	S. W. Irons	850	80	45	19	26	2765	366 1-2	35.1	78.
	Catherine Barton	275	80	52	18	34	3204 1-2	496 1-2	40.94	78.73
	Cora L. Simpson	240	80	63	21	42	3960	414 1-2	50.06	80.3
	Harriet E. Willis	275	80	62	33	29	3844	576 1-2	48.7	78.5
	Ella Stevens	275	80	52	34	18	3352 1-2	638	42.67	82.05
	Hazel Taylor	225	82	52	29	23	3608 1-2	442	44.9	86.3
	G. May Forge	240	[illegible]	57	27	30	3708 1-2	420 1-2	[illegible]	80.7
	Eunice Brown	275	82	57	31	26	4049 1-2	480 1-2	49.7	87.2
	Fanny McLaren	275	80	58	26	32	3567 1-2	655	45.6	[illegible]
	Edith Mitchell	240	82	59	29	29	4024 1-2	543 1-2	49.75	85.7
Wesley	Agnes Quirke	400	82	37	14	23	2620 1-2	290	32.36	87.45
	Kate Hamilton	240	82	52	24	28	3341	637	41.47	79.7
	Natalie Allain	275	82	48	23	25	3210	449 1-2	39.64	82.
	Elizabeth Richard	275	82	53	27	26	3497 1-2	420 1-2	43.68	82.41
	Evangeline Bourque	240	82	59	28	31	3603 1-2	524	45.1	76.4
	Catherine Hennessey	275	82	58	30	28	3638 1-2	694 1-2	44.85	77.3
	Elodie Bourque	240	82	64	19	45	3727	508 1-2	46.	71.
	Evangeline LeBlanc	200	80	68	29	39	3876 1-2	594 1-2	49.27	72.45

STATEMENT No. 7.

Term ended Dec. 31, 1902. No. of Pupils in the several Standards in Instruction.

SUBJECTS.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	TOTALS
Reading, Spelling and Recitation	313	219	232	329	215	151	159	101	...	...	...	1719
Composition	...	...	202	221	215	151	159	101	...	...	...	1049
Grammar and Analysis	...	...	202	221	215	151	159	101	...	...	...	1049
History	...	...	...	39	110	151	159	56	69	...	40	624
Form	313	219	232	244	163	151	159	101	...	...	...	1582
Industrial Drawing	313	219	232	244	163	151	159	101	...	...	...	1582
Print Script	313	219	232	244	213	151	159	101	...	...	...	1632
Writing	313	219	232	244	213	151	159	101	...	...	...	[illegible]
Arithmetic	181	219	232	244	215	151	159	101	69	42	45	1658
Geometry	...	...	...	...	...	...	...	...	69	42	[illegible]	[illegible]
Algebra	...	...	...	...	...	...	24	101	69	42	45	[illegible]
Geography	...	...	232	249	215	151	159	101	69	...	40	1216
Mineral, Plant and Animal Life	239	171	202	198	110	151	[illegible]	101	...	...	...	1331
Colour	313	219	232	244	163	151	159	101	...	...	...	1582
English	...	...	...	...	...	...	...	...	69	42	40	151
Temperance Teachings of Science	278	219	193	244	215	151	159	101	...	...	...	1560
Chemistry	...	...	...	...	...	...	...	...	...	42	45	87
Greek	...	...	...	...	...	...	...	...	...	...	3	3
Latin	...	...	...	...	...	...	84	97	58	30	38	307
French	49	...	...	41	30	...	...	28	69	41	[illegible]	258
Book-keeping	...	...	...	...	...	...	...	...	69	42	...	111
Agriculture and Botany	...	...	...	...	...	...	...	...	69	42	42	153
Singing	278	194	232	249	162	123	119	56	...	...	...	1412

STATEMENT NO. 8.

Total School Debentures Outstanding December 31st, 1902.

DATE OF ISSUE.	Years to run	WHEN DUE	Numbers	Value Each	Total Amount	Rate %	Total Interest	INTEREST PAYABLE. Jan.	Mch.	April	July	Sept.	Oct.
August 1, 1874.....	20	August 1, 1894.....	9 to 17	$ 500	$4000	5%	$200	.....	.....	.....	$200	.....	.....
July 1, 1882.....	20	July 1, 1903.....	34 to 37	500	2000	6%	120	60	.....	.....	60	.....	.....
January 1, 1885.....	20	January 1, 1905.....	38 to 40	500	1500	6%	90	45	.....	.....	45	.....	.....
July 1, 1886.....	20	July 1, 1906.....	41	500	500	6%	30	15	.....	.....	15	.....	.....
July 13, 1889.....	20	July 13, 1909.....	42 to 61	500	10000	6%	600	300	.....	.....	300	.....	.....
			62 to 70	1000									
January 1, 1890.....	20	January 1, 1910.....	71 to 76	500	12000	5%	600	300	.....	.....	300	.....	.....
			34 to 53	500									
July 2, 1890.....	19	July 2, 1909.....	54 to 57	500	10000	4%	400	200	.....	.....	200	.....	.....
March 2, 1891.....	18	March 2, 1909.....	94 to 100	500	2000	4%	80	.....	$40	.....	.....	$40	.....
July 2, 1891.....	18	July 2, 1909.....	1 to 20	1000	3500	4%	140	70	.....	.....	70	.....	.....
October 1, 1897.....	25	October 1, 1922.....	21 to 27	1000	20000	4%	800	.....	.....	$400	.....	.....	$400
January 1, 1898.....	25	January 1, 1923.....	28 to 40	1000	7000	4%	280	140	.....	.....	140	.....	.....
October 1, 1898.....	25	October 1, 1923.....			13000	4%	520	.....	.....	260	.....	.....	260
					$85500		$3860	$1130	$40	$660	$1330	$40	$660

NOTE.—Bond No. 32, $500 issued July 1,1881,fell due July 1, 1901. It was paid out of the current revenue. Bond No.33, issued July 1, 1881 was paid in 1902 out of current revenue.

STATEMENT No. 9.

Standing Committees, 1902.

FINANCE.

MR. A. E. WALL. Mr. Jas. FLANAGAN. MR. H. S. BELL. MR. H. H AYER.

REPAIRS.

L. N. BOURQUE, M. D. MR. J. H. HARRIS. MRS. PURDY.

TEACHERS AND SCHOOL PROPERTY.

THE FULL BOARD.

NAMES OF TRUSTEES APPOINTED BY CITY COUNCIL.

Term:—Women 3 years; Men 4 years.

DATE OF APPOINTMENT.	NAMES.	IN LIEU of
1899, December 8.....	Mr. H. H. Ayer.....	Mr. H. H. Ayer.....
1901, March 5.....	Mr. J. H. Harris.....	Mr. G. B. Willet.....
1901, March 22.....	Mr. H. S, Bell.....	Mr. W. D. Martin.....
1902, January 10.....	L. N. Bourque, M. D....	L. N. Bourque, M. D....
1902, June 17.....	Miss Hattie Tweedie....	Miss Hattie Tweedie....

NAMES OF TRUSTEES APPOINTED BY THE GOVERNMENT.

DATE OF APPOINTMENT.	NAMES.	IN LIEU OF
1899, March 8.....	Mrs. Annie Purdy.....	Mrs. Emma R. Atkinson
1899, December 13.....	Mr. James Flanagan.....	Mr. James Flanagan....
1900, June 20.....	Mr. J T. Hawke.....	Mr. D. Grant, resigned
1900, December 26.....	Mr. A. E. Wall.....	Mr. A. E. Wall.....

RECAPITULATION OF VOUCHERS, 1902.

January	$1229 66	
February	1598 64	
March	2973 35	
April	566 70	
May	1997 59	
June	3134 89	
July	543 84	
August	1011 71	
September	1096 17	
October	1372 30	
November	2722 24	
December	2383 96	
		$ 20630 99
To Bond No. 32, paid out of Current Account, May 15, 1902.		500 00
To balance due Bank, January 1, 1902 .. :		98 98
		$ 21229 97

SCHOOL TRUSTEES' RECEIPTS FOR YEAR 1902.

To Cash from City,	$2,460 39	
" " " County Fund,	1,115 67	
" " " City,	1,432 29	
" " " "	2,625 74	
" Tuition fees, Stephen Irving,	3 00	
" " " Willie Irving,	3 00	
" Cash from City,	1,116 55	
" " " "	1,349 56	
" " " "	3,480 11	
" " from County Fund.	1,244 40	
" Tuition fees, F. Bulman,	3 00	
" " " Thos. Mellish,	6 00	
" " " Birdie Tucker,	6 00	
" Cash from City,	1,119 89	
" " " "	2,898 61	
" " " "	1,016 86	
" " J. H. Harris, ashes 21 bbls. at .65,	13 65	
		$19,894 72

EXPENDITURE FOR 1902

902.			
ec. 31, By Salaries Teachers and Officers			$11,708 4
" " Janitors' Salaries,			1,129 0
" " General Repairs,			351 5
" " Expenses,			224 3
" " Interest,..			4,387 8
" " Insurance,.			348 0
" " Wood			767 4
" " School Supplies....			126 6
" " Water,.. .			216 3
" " Coal, ...			439 8
" " Rent, Wesley St....			7 0
" " Fuel, Wesley St....			175 0
" " Real Estate,			50 4
" " Electric Light, ...			42 0
" " Gas, ...			5 8
Total Expenditure for 1902.....			$19,979 5
Permanent Improvements.....	$651 41		
Bond No. 32 paid out of Current Account, May 15, 1902.....	500 00		1,151 4
			$21,130 9

ESTIMATES, 1903.

	Estimates, 1902.	Estimates, 1903.
By Salaries Teachers and Officers	$ 12300 00	$ 12404 00
" Janitors	1316 00	1600 00
" Repairs	200 00	400 00
" Expenses	250 00	250 00
" Interest ...., ...	4000 00	4150 00
" Insurance	308 00	50 00
" Fuel	1500 00	1500 00
" Water	75 00	225 00
" School Supplies..	120 00	125 00
" Furniture		150 00
" Rent	12 00	12 00
" Electric light and gas		15 00
" Fuel, Wesley St	200 00	300 00
" Balance due on permanent improvement		500 00
" One quarter purchase money, Victoria school play ground		500 00
	$ 20281 00	$ 22181 00
Less County Fund estimated 1903		2281 00
Total required for 1903		$ 19900 00

TOWN OF ST. STEPHEN.

Board of School Trustees.

JOHN D. CHIPMAN, Esquire, *Chairman.*

GEORGE J. CLARKE, Esquire,
GILBERT W. GANONG, Esquire, M. P.,
JOHN BLACK, Esquire,
MISS GRACE B. STEVENS,
W. McK. DEINSTADT, M. D.
FRANK TODD, Esquire,
JOHN LOCHARY, Esquire,
MRS. MARY D. McGIBBON.

To JAMES R. INCH, Esquire, LL. D.,
Chief Superintendent of Education.

SIR: I have the honor to present for your consideration the report of the Board of School Trustees of the Town of St. Stephen for the year ending June 30th, 1902.

The composition of the Board remains the same as last year.

Two changes were made in the teaching staff during the year. Miss M. Olivia Maxwell of the High School resigned at the end of the term ending June 30. Miss Ethel Hazen Jarvis was appointed in her place. Miss May B. Carter who taught Grades V and VI, after a long and faithful service on the teaching staff, sent in her resignation which was accepted with a great deal of regret by the Board and Miss Bertha M. Brown was appointed in her place.

On Monday evening, June 23rd, about twelve hundred people attended the rink to hear the closing exercises of the High School and the essays of the pupils. The class consisted of six girls and four boys and was addressed by the Rev. Mr. Goucher.

At the close of the exercises Mrs. D. F. Maxwell, on behalf of the W. C. T. U., presented to Mr. Sullivan's school a portrait of the late Frances E Willard and to the High School a portrait of the late Sir S. L. Tilley for the best essays written on alcohol and its effect on the human system. Miss Hattie Harteny received the 1st prize for Mr. Sullivan's school and Miss Eva Clarke second prize for High School,

Respectfully submitted,

LEWIS A. MILLS, *Secretary.*

June 30th, 1902.

TABULAR STATEMENT

Showing Names of Teachers, Class, Salary, etc., for the Term Ending December 31st, 1901.

:HOOL.	NAME OF TEACHER.	Class.	Salary.	Pupils. Boys.	Pupils. Girls.	Average Daily Attendance.	Per Cent. Attendance.	Standards Taught.
School	P. G. McFarlane	I	$700	20	29	40.44	80.58	IX., X., XI.
	M. Olivia Maxwell	I	260	8	14	18.54	84.29	IX., X., XI.
ı Street....	F. O. Sullivan.	I	665	38	34	60.56	84.11	VII., VIII.
	Etta E. DeWolfe, Assistant	I	320	..	.	.....	..	
	M. F. Boyd'	I	260	32	20	42.53	85.06	V., VI.
	M. B. Carter.....	I	260	19	32	41.25	80.88	V., VI.
	J. D. Henry	I	260	26	23	31.32	42.	V., VI.
	Mercy Murray.....	I	260	28	22	44.54	89.03	III., IV.
.....	C. H. Murray	I	300	27	21	39.00	81.25	III., IV.
	Ella M. Veazey.....	I	320	26	24	42.23	84.46	I., II.
Street.....	Emma Veazey	I	260	25	25	43.68	87.36	III., IV.
	Jessie H. Whitlock	I	320	30	23	46.85	86.00	I., II.

TABULAR STATEMENT

Showing Names of Teachers, Class, Salary, etc., for the Term Ending June 30th, 1902.

HOOL.	NAME OF TEACHER.	Class.	Salary.	Pupils. Boys.	Pupils. Girls.	Average Daily Attendance.	Per Cent. Attendance.	Standards Taught.
School ...	P. G. McFarlane	I	$ 700	19	29	37.62	78.43	IX., X., XI.
	M. Olivia Maxwell	I	260	7	14	18.08	86.11	IX., X., XI.
ı Street....	F. O. Sullivan	I	665	37	35	61.67	85.65	VII., VIII.
	Etta E DeWolfe, Assistant	I	320	..	.	.....	....	V., VI.
	M. F Boyd	I	260	20	28	42.34	88.00	
	Jessie D. Henry	I	260	26	21	[illegible]	90.08	V., VI.
	Bertha M. Brown	I	260	20	29	37.	75.7	V., VI.
	Mercy Murray	I	260	28	27	44.05	80.09	III., IV.
.....	Charles H. Murray.....	I	320	[illegible]	20	38.47	83.65	III., IV.
	Ella M. Veazey.....	I	320	[illegible]	26	41.11	77.54	I., II.
Street.....	Emma Veazey	I	260	25	25	41.29	82.6	III., IV.
	Jessie H. Whitlock.....	I	320	31	22	42.4	80.00	I., II.

RECEIPTS AND EXPENITURES.

Of Board of School Trustees of the Town of Saint Stephen for the Year ended June 30, 1902.

1901.			
July 3,	To amount from Town Treasurer	$3,000 00	
Aug. 21,	" " County Fund...	377 58	
Dec. 5,	" " Town Treasurer, ...	2,000 00	
" 20,	" " Town Treasurer, ...	500 00	
1902.			
Feb. 10,	" " County Fund...	465 61	
Jan. 23,	" " Town Treasurer, ...	1,000 00	
			$7,343 19
1902.	Cr,		
June 30,	By Balance,..	$2,757 50	
"	" Teachers' Salaries, ...	4,325 00	
"	" Fuel, ...	323 50	
"	" Care of Rooms,...	300 39	
"	" Repairs,..	50 00	
	" Contingencies, ...	415 00	
			$8,171 39
	Balance.....		$ 828 20

TOWN OF MILLTOWN.

Board of School Trustees.

W. W. GRAHAM, *Chairman.*

W. S. ROBINSON,
JAMES E. OSBORNE,
W. H. LAUGHLIN,
ALICE GRAHAM,
A. MUNGALL,
J. M. DEACON,
F. J. MUIR,
FANNIE E. TODD.

J. R. INCH, LL. D.

Report to June 30th, 1902.

For the term just ended Mrs. Bertha J. Dewar has taught the Pleasant :eet Primary School formerly under instruction of Mrs. M. A. Suther- ıd. There has been no other change in the staff during the school year. om the Superior School was graduated a class of eight. The public ercises of graduation took place in the Presbyterian church on the even- ; of June 20th, on which occasion, Hon. G. W. Ganong, M. P., made an eresting and suggestive address.

Following hereto may be found the usual half yearly statements of the ferent schools, as well as yearly statement of expenditures.

STATEMENT, DECEMBER 31, 1901.

Schools.	Teacher.	No, Boys.	No. Girls.	Total.	Present Average.	Per Cent Average.	Standards.
Superior.	J. B. Sutherland	8	24	32	28.45	88.91	IX, X, XI.
"	I. J. Caie.....	10	19	29	26.1	90.	VIII.
Intermed'te.	M. C. Osborne..	7	16	23	20.8	90.43	VII.
"	B. A. Young...	11	28	39	32 3	82 8	VI.
"	M. E. Connolly..	29	14	43	38	88.3	V.
"	C. M. Caswell..	20	24	44	39.17	89 02	IV.
2nd Prim.	A. D. Young...	31	23	54	48.17	89.19	II, III.
Primary.	T. S. Kirk.....	19	7	26	22.52	86.64	I, II, III.
"	M. A. Sutherland	24	24	48	43 87	91,40	I, II

STATEMENT, JUNE 30, 1902.

Schools.	Teacher.	No. Boys.	No. Girls.	Total.	Present Average.	Per Cent Average,	Standards.
Superior.	J. B. Sutherland	10	24	34	28.25	83.1	XI. X, IX.
"	I. J. Caie....	10	17	27	21,6	80	VIII.
Intermed'te;	M. C. Osborne..	7	16	23	20,28	88.1	VII.
"	B. A. Young..	23	11	34	28.28	83	VI.
"	M, E. Connolly,.	29	14	43	35.78	83.2	V.
"	C. M. Caswell..	21	23	44	38.36	87.8	IV.
2nd Prim.	A. D. Young..	31	24	55	47	85,48	II, III.
Primary.	B. J. Dewar..	22	26	48	41.18	85	I, II.
"	T. S. Kirk....	21	6	27	24.35	90.59	I, II. III.

EXPENDITURES.

For Teachers' Salaries,	$2,630 00
" Construction,	162 18
" Fuel,	104 00
" Insurance,	4 50
" Expense Account,	458 55
" Care of Rooms,	265 00
Total,	$3,624 23

Respectfully submitted,

E. H. BALKAM, *Secretary.*

W. W. GRAHAM, *Chairman.*

Milltown, N. B., June 30, 1902.

VI.—TOWN OF WOODSTOCK.

Board of School Trustees

H. PAXTON BAIRD, *Chairman.*

GILBERT W. VANWART, JOHN CONNOR,
WILLIAM S. SAUNDERS, JOSIAH N. MURPHY,
W. D. N. SMITH, WILLIAMSON FISHER,

A. B. CONNELL, *Secretary.*

J. R. INCH, ESQ., LL. D.,
Chief Superintendent of Education.

SIR,—The Board of School Trustees for the Town of Woodstock submit the following statement of their Receipts and Expenditure for the year ending June 30th, 1902.

RECEIVED.

Balance in Treasurer's Hands.....	$ 371 05
Received from Town Treasurer.....	4,500 00
" " County Drafts	868 40
" " Rent...	48 00
" " Interest on Deposits..	6 01
	$5,793 46

PAID OUT.

Fuel.....	$ 176 68	
Secretary,..	100 00	
Insurance,..	42 00	
Interest,...	308 50	
Janitors,...	383 00	
Teachers, summer term..	1,997 00	
" winter " ...	2,357 00	
Incidentals,	180 30	
Balance in Treasurer's hand,	248 98	
		$5,793 46

The attendance at the schools and the progress of the pupils during the ast year was materially affected by the prevalence of disease in the Town, he schools having on two occasions been closed by order of the Board of Iealth.

The following is a statement of the schools under the care of the Board with the attendance, etc., during the year.

SUMMER TERM.

TEACHER.	Standards Taught.	Per Cent. Pupils daily Present.	No. of Pupils.
Iinnie Carman.....	I. and II.	83.29	58
Illa Smith.....	I. and II.	75.00	52
Iary Milmore.....	I. and II.	73.21	51
'rances Peters.....	III. and IV.	81.09	66
Iary Baker.....	III. and IV.	74.99	39
Ilizabeth J. Cupples.....	III. and IV.	80.63	44
Ielena Mulherrin.....	V. and VI.	77.9	65
Iate Appleby.....	V. and VI.	73.04	45
Ilexandra Comben.....	V. and VI.	70.	42
Iatherine Clark.....	VII. and VIII.	76.29	41
I. F. Thorne.....	VII. and VIII.	78.66	44
'rank A. Good.....	VII. and VIII.	81.3	48
ulia Neales.....	IX.	73.03	35
I. H. Harrison.....	X. and XI.	82.7	25
			655

WINTER TERM.

TEACHER.	Standards Taught.	Per cent. Pupils daily Present.	No. of Pupils.
Minnie Carman	I. and II.	79.96	58
Ella Smith	I. and II.	78.19	57
Mary Millmore	I. and II.	80.16	54
Frances Peters	III. and IV.	82.2	62
Mary Baker	III. and IV.	80.45	35
Elizabeth J. Cupples	III. and IV.	88.65	44
Helena Mulherrin	V. and VI.	77.0	62
Kate Appleby	V. and VI.	85.34	43
Alexandra Comben	V. and VI.	76.83	41
Katherine Clarke	VII. and VIII.	82.	41
N. F. Thorne	VII. and VIII.	86.66	41
Frank A. Good	VII. and VIII.	80.8	47
Julia Neales	IX.	72.23	31
G. H. Harrison	X. and XI.	87.16	23
			639

Respectfully submitted,

July 3rd, 1902. A. B. CONNELL.

TOWN OF CHATHAM.

Board of School Trustees.

W. B. Snowball, *Chairman.*

J. L. Stewart, R. A. Lawlor,
P. Coleman, Wm. Lawlor,
J. D. B. F. McKenzie M. S. Hocken,
Mrs. Minnie R. Loggie, Mrs. James F. Connors,

George Stothart, *Secretary.*

To James R. Inch, LL. D.,
Chief Superintendent of Education.

Sir: I herewith submit report of our schools for year ending Jun 30th, 1902.

In September Miss Anna G. McIntosh, the efficient principal of We lington Street School was given leave to visit the Pacific Coast for one year Martin J. Wallace was appointed to the vacancy and given charge of Grad VIII in Henderson Street School.

R. W. Alward was placed in charge of the Wellington Street School On the opening of the new school in January he was again placed in charg of Grade VIII. Grade VII was also removed from Wellington Street and placed under Martin J. Wallace, in new building. Miss M. C. Edgar was appointed principal of Wellington Street School and has proved a worthy successor to Miss McIntosh.

As your report of last year made reference to the opening of our new school building I will merely say that the necessity for same is shown by the fact that we have about 20 additional pupils enrolled in the Gramma School this year.

The new stone building also erected by the Sisters of Hotel Dieu gives us much improved accommodation for our pupils under their care.

At the examination for entrance into the Grammar School, 46 pupils presented themselves, of whom 10 passed in the first division, 29 in the second division, 5 in the third and 2 failed.

The Governor General's medal was won by Miss Jessie Fowlie for highest standing.

Attached to this report you will find statements showing names of teachers, pupils enrolled, etc.

Respectfully submitted,

GEORGE STOTHART, *Secretary.*

Financial Statement for Year Ending June 30, 1902.

EXPENDITURES,

Balance due in 1901	$ 89 52	
For salaries	6590 86	
" Rent	560 00	
" Fuel, water and light	436 72	
" Insurance	358 75	
" Interest	1440 46	
" Bond paid	379 47	
" Incidentals	322 26	
		$ 10178 04

RECEIPTS.

County School Fund	$ 1326 45	
Town Treasurer	10960 00	
		$ 12286 45
Balance on hand		$ 2108 41

Names of Teachers, Number of Pupils and Grades Taught for Term Ended December 31st, 1901.

TEACHERS.	Salaries.	Boys.	Girls.	Total.	Grades Taught.
Philip Cox, Ph. D.....	$750	13	15	28	X., XI., XII.
James McIntosh.....	500	12	12	24	IX.
Martin J. Wallace.....	280	24	18	42	VIII.
Miss Maggie Mowatt....	280	27	15	42	VII., VI.
" Maude K. Lawlor..	200	41	18	59	IV., III.
" Laula S. Smith....	200	39	17	56	II., I.
" Ida I. Haviland....	200	29	19	48	V.
" Bessie M. Creighton	200	22	8	30	II., I.
" K. J. B. McLean...	200	24	7	31	IV., III.
Sister Ellen Walsh.....	200	..	81	81	II., I,
" E. O. Keefe.....	200	..	59	59	IV., III.
" S. Jane Curry	200	..	40	40	VI., V.
" Margaret Barden...	280	..	47	47	IX., VIII., VII
Mr. R. W. Alward.....	375	25	11	36	VII.
ss M. C. Edgar	200	21	14	35	VI.
" Essie L. Keoughan	200	36	16	52	V.
" V. C. Wright.....	200	31	24	55	IV.
" Mabel J. Flood....	200	25	18	43	III.
" Katie A. McDonald	200	33	18	51	III., I.
" Annie M. Curran ..	200	27	21	48	II.
" M. C. Sutherland...	200	33	30	63	I.
		462	508	970	

Number of Pupils in Grades.

I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.
191	119	136	130	121	83	68	52	42	17	8	3

Names of Teachers, Number of Pupils and Grades Taught for Term Ended June 30th, 1902.

TEACHERS.	Salaries.	Boys.	Girls.	Total.	Grades Taught.
Philip Cox, Ph. D.....	$750	14	11	25	X., XI., XII.
James McIntosh	500	10	12	22	IX.
R. W. Alward	450	24	17	41	VIII.
Martin J. Wallace.....	280	33	16	49	VII.
Miss M. Mowatt.....	280	26	10	36	VI.
" Ida Haviland....	200	27	20	47	V.
" Maude K. Lawlor	200	36	17	53	IV., III.
" Laula S. Smith ...	200	38	18	56	II., I.
" B. M. Creighton..	200	21	10	31	II., I.
" K I. B. McLean..	200	23	7	30	IV., III.
Sister Ellen Walsh....	200	..	77	77	II., I.
" E O. Keefe	200	..	57	57	IV., III.
" S. Jane Curry..	200	..	39	39	VI., V.
" Margaret Barden	280	..	51	51	IX., VIII., VII.
Miss M. C. Edgar.....	280	30	11	41	VI., IV.
" Essie L. Keoughan	200	43	11	54	V.
" V. C. Wright.....	200	30	24	54	IV.
" Mabel J. Flood....	200	29	17	46	III.
" Katie A. McDonald	200	35	17	52	III., I.
" Annie M. Curran	200	30	21	51	II.
" M. C. Sutherland	200	32	28	60	I.
		481	491	972	

Number of Pupils in Grades.

I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.
188	119	140	132	123	82	69	51	43	15	8	2

TOWN OF NEWCASTLE.

Board of School Trustees,

R. NICHOLSON, M. D., *Chairman.*

Mr. J. R. LAWLOR,	MR. S. MCLEOD,
MRS. J. W. SINCLAIR,	MRS. J. A. MORRISSY,
MR. J. MCKEEN,	MR. W. P. HARRIMAN,
Mr. A. A. DAVIDSON,	MR. J. DALTON.

P. F. MORRISSY, *Secretary.*

To J. R. INCH, ESQ., LL. D.,
Chief Superintendent of Education.

SIR: The Board of School Trustees of the Town of Newcastle, submit the following statement of the receipts and expenditures for the school year ending on 30th June, 1902.

RECEIVED.

From Sale of Debentures,	$8,105 68
" J. R. Inch, Esq., Chief Supt.	7 00
" County Treasurer,	650 20
" Town Treasurer,	3,345 74
" Rebate of Interest,	4 23
" Tuition Fees,	10 00
	$12,122 85

EXPENDED.

Overdrawn 30th June, 1901,	$ 827 24	
For Salaries,	3,320 64	
" Interest,	320 00	
" Repairs,	263 28	
" Furniture,	109 65	
" Real Estate 16.00, Printing 13.00,	29 00	
" Sinking Fund 200.00, Incidentals 76.00,	276 00	
" Trustees' Note,	2,062 00	
" Rent 200.00, Fuel 486.68,	686 68	
" Maria Hennessy's Bond,	3,129 00	
" Bal. in Royal Bank of Canada,	1,099 36	
		$12,122 [illegible]

STATEMENTS FOR THE TWO TERMS.

Statement—First Term.

TEACHERS.	No. Girls.	No. Boys.	Total.	Grades Taught,
F. Morrissy.....	28	18	46	I, II, III, IV, V, VI, VII.
H. McNaughton.....	17	10	27	IX, X, XI,
G. Duffy.....	21	28	49	VII,
M. Bell.....	17	51	68	I, II,
O. McLeod.....	9	5	14	II, III, IV, V, VII,
McLachlan.....	19	25	44	VI,
B. Troy.....	21	31	52	III, IV,
H. Falconer.....	21	27	48	III' IV,
M. Harriman.....	30	41	71	I, II,
J. Dunnet.....	17	32	49	V,
M. Reid.....	16	18	34	VIII,
Totals.....	216	286	502	

Statement—Second Term.

TEACHERS.	No. Girls.	No. Boys.	Total.	Grades Taught.
F. Morrissy.....	13	5	18	I, II, III, V, VII.
K. McNaughton.....	18	10	28	IX, X, XI.
G. Duffy.....	23	28	51	VII.
McLachlan.....	23	18	41	VI.
B. Troy.....	21	31	52	III, IV.
I. Falconer.....	20	26	46	III, IV.
M. Reid.....	18	15	33	VIII.
M. Harriman.....	27	42	69	I, II.
J. Dunnet, M. McLeod	13	32	45	V.
J. Bell, O. McLeod	30	23	53	I, II, III, IV, V, VII.
M. Bell, O. McLeod, J. Bell	19	48	67	I, II,
Totals.....	235	278	503	

Respectively submitted,

F. MORRISSY, *Secretary.* D. MURRAY, M.D., *Chairman.*

Newcastle, N. B., June 30th, 1902.

TOWN OF CAMPBELLTON.

BOARD OF SCHOOL TRUSTEES.

DANIEL MURRAY, M. D. *Chairman.*

A. McG. McDONALD, V. J. A. VENNER, M. D.
JOHN MAIR, THOS. CARTER,
MRS. JOSEPHINE VENNER, MRS. MINA DUNCAN,
WM. F. YORSTON, JAMES KEAN.

R. INCH, ESQ. LL. D.,
Chief Supt. of Education,
Fredericton, N. B.

SIR:—I beg leave to submit herewith, a statement of the receipts and penditures of the Board of School Trustees for the Town of Campbellton, gether with statistical tables and Educational work generally,in connection th our town schools, for the school year ending June 30th, 1902,

By virtue of a resolution of the Board of School Trustees, passed on the th day of May, all contracts heretofore existing between the Board and the veral teachers in its employ, terminated on the 30th day of June following.

To fill vacancies thus created, applications from teachers in general ere solicited. In all, 47 applications were received, including 6 of the rmer staff. These latter were re-engaged. Two of the former staff, z: Miss Eva M. Downey, B. A. and Mr. Gustave E. Duncan, did not ply for re-engagement.

Their places were filled by the appointment of Miss Bertha J. Asker d Miss Lydia Duncan. Miss Catherine F. Mair, B. A. (Dal.) was transrred to the advanced department formerly taught by Miss Downey.

Miss Barnes of the primary department had her summer vacation tended one month, during which time her place was temporarily filled by iss Richards of this town.

SCHOOL CONCERTS.

A series of school concerts were held during the year, and the proceeds devoted to the purchase of a piano, which the school now owns and prizes as a valuable addition to its equipment. These concerts and exhibitions have also had an excellent effect as an educational factor in the intellectual development of the pupils.

It is proposed to continue them during the incoming year, when the revenue therefrom will be utilized for equally laudable purposes.

VACCINATION.

The Act of Legislature, passed at last session, providing for the compulsatory vaccination of school children was put into operation during the summer holidays, and on the re-opening of school in August, no pupil was admitted to school privileges who had not been properly vaccinated according to law. In all cases where children had not been successfully vaccinated within the three years, required by statute, the work of vaccination was attended to during the vacation, in order that the temporary indisposition which generally accompanies this operation, would be over before opening of school term. To guard against the possibility of a plea of ignorance of the law regarding the matter being set up, the Board of Health caused the text of the act to be published in the local papers in the early part of July.

If this wise enactment of the Legislature will be properly carried into effect throughout the Province from year to year, coupled with compulsatory attendance at school, it will only be a few years at most until smallpox will have lost its grip and be a disease of the past, to be chronicled only in medical history and in the expenditure records of the municipal and provincial blue books.

INSPECTION.

Our School Inspector, Mr. Mersereau, paid his customary annual visit to our schools and spent fully one week in inspecting and examining the work in the different departments. These annual visits, by a former teacher of high educational attainments, wide experience and rare executive ability, are looked forward to with considerable interest and anxiety by teachers and pupils, as well as by all interested in the education of our children, and cannot fail to have a lasting beneficial effect in shaping the future career of the rising generation.

MANUAL TRAINING.

The most important event of the year in connection with the education work of our school has been the establishment of a Manual Training Department. A spacious and well arranged room has been set apart for that purpose in the Grammar School building and is now thoroughly equipped with benches, tools, models and all material necessary for carrying on the work of the department. Miss Ethel I. Mersereau, a graduate of the Truro, N. S., Manual Training School, has been engaged as teacher, and evinces considerable enthusiasm in the work.

Although a radical departure from the time-honoured school curriculum of the past, Manual Training is rapidly winning its way into popular favour. Upwards of 200 of our pupils will take the course during the incoming year. This course, besides being an incentive to keeping many pupils longer at school and creating a keener interest in school work generally, can claim as a special function the cultivation of motor activities, which develop brain areas, that otherwise might remain partially inert. By this means also pupils become more intimately acquainted with their environments, and better able to adapt themselves to the ever varying conditions of life, upon which so much of the social and industrial development of our country depends. Prof. James, the greatest psychologist in America, said—"The most colossal improvement which recent years has seen in secondary education, is the introduction of Manual Training Schools."

We trust to be able in the very near future to establish practical courses of instruction in domestic science, music, and commercial education, (including book-keeping, stenography, and allied subjects) in order that most of our boys and girls can complete their education at home and enter upon their life work, without incurring the increased cost of going abroad to learn that which they must know to enable them to earn a livelihood at home.

To make room for the introduction and successful teaching of these extra subjects, it may be necessary to dispense with some of those already in the prescribed curriculum. This can be accomplished, in part at least, by the abolition of classics from the common school course. The intellectual development of the pupils would not suffer materially thereby, while the loss, if any, would be more than compensated by the increased amount of time which could be devoted to more useful subjects. Of course it is only natural that persons, whose higher education consisted chiefly of a thor-

ough knowledge of Latin and Greek and an almost entire ignorance of modern educational subjects, should be prejudiced in favour of the study of classics.

At the time when Latin and Greek were most prominent on the programme of studies, most of the subjects which now constitute our course of study were unknown, whereas at present the study of classics in schools is undertaken chiefly to satisfy the antiquated requirements of the colleges.

It is now admitted that even the development of "power," which at one time was supposed to be exclusively inherent in the study of classics, is equally well attained by the study of other subjects, which have as well, a practical utility, not associated with classical studies.

Colleges which fail to recognize honest work done along modern educational lines, must sooner or later be side-tracked. What suited a state of civilization that existed one hundred years ago, is now no longer tenable. The taxpayer today is master of the situation and legislation to be effective, must necessarily be the exponent of crystalized public opinion.

TEACHERS' SALARIES.

A great deal has been said and written regarding the low salaries usually paid to teachers. Now it must be admitted that teachers, like most of other public servants, can generally command par value for their services in the open market. Why do some lawyers control such high fees? Simply because of their ability to convince their clients that their services to them are worth the fees demanded. The fact that Architects, Machinists, Electricians, Engineers and Trained nurses, who, after completing the ordinary school curriculum, spend 3 or 4 years preparing themselves for their special work as skilled labourers, command a profitable income, is no argument why those teachers should receive equal remuneration who simply spend about nine months attending Normal School, and obtain a second class license, with no evident inclination to advance themselves in their chosen profession, and are only required to work about eight or nine months in the year, besides, in many cases possessing no special adaptation to the work assigned them. Let legislation elevate the qualifications of teachers along the lines of modern requirements and popular sentiment will readily respond to a demand for increased compensation. Legislators alone have the absolute control of their own salaries regardless of conditions.

STATEMENT.

Names of Teachers, Number of Pupils, Grades Taught, etc., During Term Ending June 30th, 1902.

No.	TEACHERS.	Departments.	Class.	*Yearly Allowance.	Boys.	Girls.	Total.	Grades Taught.
1	E. W. Lewis, B. A.....	Gr. S.	G Class	650	17	23	40	IX., X., XI.
2	Eva M. Downey, B. A...	Advanced.	G Class	350	22	27	49	VII., VIII.
3	Catherine F. Mair, B. A.	Intermediate.	II	225	29	20	49	VI., VII.
4	Gustave E. Duncan.....	"	II	200	32	16	48	V.
5	Mary McRae.....	"	II	200	28	29	57	III., IV.
6	Clara E. Shannon.....	"	II	200	32	25	57	III., IV.
7	Mary J. Cook.....	Primary.	II	200	32	36	68	I., II.
8	Martha G. Barnes.....	"	I	275	32	26	58	I., II.
				2300	224	202	426	

*Exclusive of Government allowance.

FINANCIAL STATEMENT.

RECEIPTS.

Cash on hand June 30th 1901	17 00	
Tuition Fees, ...	12 00	
Town Treasurer	4000 00	
County Treasurer	450 56	
Board of Education Examination Funds	8 50	
		$4488 06

EXPENDITURES.

Paid.	Interest on Debentures	800 00	
"	Exchange on Drafts	2 00	
"	Interest on overdraft	7 66	
"	Contingencies	34 59	
"	Repairs	126 88	
"	Fuel	242 70	
"	Supplies	1 80	
"	Water Rates	32 50	
"	Printing	2 50	
"	Sewerage	30 75	
"	Teachers' Salaries	2269 75	
"	Cartage	1 80	
"	Furniture	5 10	
"	High School Entrance Examiners	24 00	
"	Secretary's Salary	100 00	
"	Janitor's Salary	350 00	
"	Bank Nova Scotia (over draft)	444 92	
	Balance Bank Nova Scotia	11 11	
			$4488 06

Respectfully submitted,

WM. F. COMEAU, *Secretary.*

D. M. MURRAY, M. D., *Chairman.*

Campbellton, N. B., Dec. 31st 1902.

APPENDIX D.

Thirty-Second Annual Report of the Board of Managers of the School for the Blind, Halifax, Nova Scotia.

INTRODUCTION.

The Board of Managers have great pleasure in submitting to the members of the Corporation, to the Provincial Governments and Legislatures interested, and to the friends of the institution the thirty-second annual report. In doing so, they desire to express their gratitude for the support which the school has received from the Provincial Legislatures and Municipalities and from private individuals. This generous support has enabled your Board to efficiently carry on the work of the school, and under the guidance of Almighty God to make the institution a blessing to those who are deprived of sight.

SUPERINTENDENT'S REPORT.

The Superintendent's report, which is hereto appended, will be found to give some interesting details with respect to the school, its staff of teachers and the general work of educating the blind.

The members of the teaching staff have been devoted to their work, and their patience and perseverance are worthy of the highest commendation.

Mr. H. B. Campbell has been appointed Principal of the Musical Department, and his appointment will, we believe, be of advantage to the school.

A beginning has been made in the teaching of Massage and it is expected that this new occupation will give employment to a number of our graduates.

It has been the wish of your Board to make the several departments of the school as practical and effective as the means at our disposal would allow and while we have every reason to congratulate ourselves on what has already been accomplished, we fully realize that had we a larger income at our command, many advantages might be given to the pupils, which under present circumstances are impossible. We should like,, for instance, to

equip reading rooms for both boys and girls, and to place within their reach all the books of reference now published in the Braille point system. To do this would involve an outlay of $2000 00 and our annual income will not at present warrant this expenditure.

DOMESTIC DEPARTMENT.

The Domestic Department of the school has been efficiently conducted during the year by the matron, Mrs. Chisholm, and her two assistants. Owing to the crowded state of the building, and the constant use of many of the rooms, the work of this department has been more difficult than usual. Notwithstanding these drawbacks and her personal bereavement, the matron has done her best to further the comfort of the teachers and pupils. The care of a household numbering one hundred and forty-six persons, the majority of whom are under fifteen years of age, involves great responsibility and requires constant and untiring supervision.

GROWTH OF THE SCHOOL.

During the past ten years the number of pupils in this school has grown from forty six to one hundred and twenty. This is due to the increased interest taken by parents and guardians in the education of those deprived of sight, to the wider knowledge that exists with respect to the work of the school and the efforts of the graduates of the institution, who, appreciating what the school has done for them, desire to have the same privileges extended to every blind boy and girl in the country. The advance in our numbers is fortunately not due to an increase in the number of those who are blind, but simply to the fact that a largely increased number of blind persons are availing themselves of the advantages which the school, the benevolent public, and the respective Governments have placed within their reach.

LEGISLATIVE SUPPORT.

Nova Scotia sends to the school seventy four pupils, New Brunswick thirty two, Prince Edward Island six and Newfoundland nine. In the provinces of Nova Scotia and New Brunswick statutory provision for the free education of the blind has been made by legislative enactment. Annual appropriations are made to the school by the Legislatures of Prince Edward Island and Newfoundland to provide for the education of a limited number of beneficiaries. The limit in the case of Newfoundland has hitherto been eight pupils, but as several additional applications were received and the applicants were very desirous of being admitted, your Board decided to accept

ıem and sincerely trust that the Government and Legislature of Newfound. ınd will increase the appropriation so as to cover the cost of their education.

INCREASED ACCOMMODATION.

In the last annual report submitted by the Board, special attention was alled to the fact that increased accommodation was urgently required. Be- ›re taking any definite steps to secure funds the question of the present eeds and the probable future requirements of the school were fully consid- red, and it was unanimously agreed that in providing increased accommo- ıtion a new building should be erected distinct from the present buildings ıd connected with them by a covered way. This new building would ›rve as a school house for the pupils in which they would spend their hours : study and work, and in which special provision should be made for recre- :ion rooms during inclement weather. Under this arrangement, the present uildings were to be utilized for residence purposes, and the pupils after ıeir school work was done, would come home to their respective depart- ıents, each of which would have ample reading room, sitting room, dining ›om, dormitory and lavatory accommodation.

Mr. J. C. Dumaresq was then asked to prepare plans and specifications ı accordance with the foregoing ideas, and these plans with a few altera- .ons were finally adopted by your Board.

THE NEXT STEP

In February last your Board by appointment waited upon the Govern- ıent of Nova Scotia and urged upon that honorable body the advisability of ıaking a special appropriation towards the erection of the proposed new uilding. The members of the Government received the deputation most indly and assured your Board that the matter would have their favourable onsideration. Subsequently the Legislature of the Province appropriated 20,000.00 towards the new building.

In the early spring we received in response to our advertisements a umber of tenders from responsible contractors. These were considerably a excess of the estimates of cost previously made and the work was delayed or several months in the hope that building material would decline in price nd thus enable us to secure the building for a smaller outlay. In mid- ummer it became apparent from the number of new applications for the dmission of pupils which were being received that definite action must at nce be taken. The plans and specifications were then carefully revised vith a view to greater economy and new tenders were called for, resulting

in the contract being awarded to S. Marshall & Son for the sum of $54,-506.00, after which building operations were commenced.

THE NEW BUILDING.

The new building which will contain four stories including the basement, will be one hundred and thirty-one feet in length by seventy-one in width. It will, we believe, be one of the most modern school buildings for the blind on the continent. Its erection will enable us to receive and educate forty pupils in addition to our present number. With this new building completed, we hope to be able to develop our literary, musical and industrial departments.

PUBLIC SUPPORT.

In undertaking this forward step to further the education of the blind, your Board have relied upon the hearty co-operation and generous support of the public spirited men and women in Nova Scotia, New Brunswick, Prince Edward Island and Newfoundland. The gratifying responses which have already been made to our appeal in the cities, towns and villages visited by the representatives of the school, prove that the public are deeply interested in the work of this institution, and are prepared to actively co-operate with us in promoting the welfare of the blind. During the coming year, other localities will be visited by the superintendent and members of the staff and we feel confident that the contributions and subscriptions received, will materially augment our building fund. All contributors and subscribers may rest assured that their donations will be thankfully received and that every dollar contributed will be carefully and judiciously expended in furthering the interests of those deprived of sight.

THE SUPERINTENDENT.

The managers have much pleasure in again expressing their sense of the invaluable services of the Superintendent, Dr. C. F. Fraser, to whose ability and devotion is largely due the confidence felt in the educational and financial management of the school, throughout the entire Maritime Provinces and Newfoundland.

ACKNOWLEDGEMENTS.

In addition to the donations elsewhere acknowledged, your Board gratefully acknowledges the following bequests; Estate of Miss Margaret Little, Halifax, $500.00; estate of M. A. Buckley, Santa Cruz, California,

150.00; estate of E. P. Archbold, Halifax, $25.00 on account; estate of 'homas Kelly, Halifax, $10.00. These bequests which amount to $685.00 ave been invested and now form a part of our endowment fund. The ıterest from this fund is used to supplement our current income from other ›urces and enables the Board to give to the pupils many special educational lvantages.

The thanks of the Board are due Drs. Lindsay, Kirkpatrick and ogswell who have during the year, and for many previous years been ıremitting in their attention to the pupils, giving their services free of ıarge.

The Board of managers also desires to express its thanks to Mr. J. D. lodcalfe, Mr. W. E. Hebb, Mr. H. B. Clarke, the Halifax Symphony 'rchestra and other individuals and organizations for kindly admitting the upils to lectures, concerts, etc., under their respective managements.

The Exhibition commissioners have our sincere thanks for admitting ıe pupils to the Provincial Exhibition.

The railways and other transportation companies have our thanks for ıe special rates granted and for the uniform kindness and care shown to upils while travelling to and from their homes.

All of which is respectfully submitted.

W. C. SILVER, *President.*

SUPERINTENDENT'S REPORT.

To the President and Board of Managers of the School for the Blind:

GENTLEMEN,—The table of attendance herewith submitted shows that 145 blind persons have been under instruction during the past year, of whom 87 were males and 58 females. Of these 34 have since graduated or remained at home, making the total number registered December 1st, 1902, 121, of whom 73 are males and 48 females. Of these 74 are from the Province of Nova Scotia, 32 from New Brunswick, 5 from Prince Edward Island and 9 from Newfoundland.

TABLE OF ATTENDANCE.

	Boys.	Girls.	Adults.	Total.
Registered Dec. 1st, 1901,	65	47	5	117.
Entered during the year,	15	11	2	28.
Graduated or remained at home,	11	10	3	24.
Registered Dec. 1st, 1902.	69	48	4	121.

TEACHING STAFF.

The education imparted to the pupils of a school may generally be measured by the character and attainments of the members of its teaching staff. This is specially true of a school for the Blind, where the pupils come in contact with the teachers during the hours of recreation as well as in those devoted to study. This school is fortunate in having a strong and effective staff of teachers, the members of which are devoted to the work in which they are engaged. The personnel of the staff with one notable exception, remains the same as at this date last year. In January last, the school suffered a severe loss through the death of Mr. A. M. Chisholm, who for fifteen years had been principal of the musical department. Mr. Chisholm entered this institution as a pupil in 1872, and graduated in 1879. He subsequently spent two years in Berlin perfecting his musical education. As a teacher he was skillful, zealous and energetic, and his pupils inspired by his enthusiam, stimulated by his example and guided by his instruction,

dom failed to become thorough and practical teachers of music. Mr. isholm gave to his work the best that was in him and his memory will ıg be cherished with feelings of love and esteem by those for whose welfare so faithfully laboured.

Mr. H. B. Campbell who entered upon his duties as principal of the ısical department in September last has many qualifications which fit him · the responsible position he now fills. After taking an eight years' ırse in this institution, Mr. Campbell went to Leipsic where for two years studied the piano-forte under eminent masters. On his return to this untry he settled in St. John, N. B. and for the past three years has been ɔognized as one of the most successful piano.forte teachers in that city. r. Campbell thoroughly understands the difficulties with which his pupils ll have to contend and the necessity that exists for their attaining a high ındard of excellence both as performers and instructors. He appreciates ɔ fact that at least forty per cent. of the graduates of the school maintain ɜmselves as teachers of music and he realizes the great responsibility for ɔ after success of the pupils which rests upon him and his assistants in ɔ musical department.

The work of the literary department has been ably carried on by Miss ame, Mr. S. R. Hussey, Miss Baker, Prof. Lanos, Miss Bowes and two ɜistants. Miss Josie Howe, Miss Campbell, and Miss Callanan have voted themselves to the progress of the little boys and girls in the kinder-rten and primary departments.

During the year the musical department has been reorganized under ɔ Principalship of Mr. H. B. Campbell. Mr. Campbell is assisted by r. Hubley and Miss Studd as piano-forte teachers, by Miss J. Allison as cal teacher, by Miss L. Mott and Miss B Mott as teachers of the ındolin and guitar, and by Messrs. Covey, Hanson and Warren as teachers the cornet. clarionette and band.

The work of the tuning department under Mr. D. M. Reid, of the lustrial department under Mr. D. A. Baird, of the gymnasium under r. James Scrimgeour and the girls' work department under Miss Camp-ll and Miss Mott has been satisfactorily carried on.

The pupils have fully appreciated the educational opportunities afforded them by the several departments of the school, and with few exceptions ve been diligent and persevering students.

COURSE OF INSTRUCTION.

One of the principal objects of this school is to give to the pupils a broad and practical training such as will enable them to become self-supporting. Our course of instruction has been carefully arranged with this end in view and so far as can be learned its results are well up to the average of the leading institutions for the blind in other countries. In addition to receiving instruction in all the regular branches of education as taught in the public schools, our pupils are trained as piano-forte teachers, teachers of vocal music, piano-forte tuners, basket and brush makers, chair seaters, etc. The girls receive special training in crocheting, knitting, sewing, in the use of the sewing machine, and other work. Four girls are now receiving instruction in massage and have been placed under the tuition of Miss Una Legg, a graduate of this school. Miss Legg spent eight months in London, G. B., in the studio of Dr. Fletcher Little and received a first-class certificate as a masseuse. Speaking in London at a conference of the educators of the blind, Dr. Fletcher Little referred to the many masseuses with sight employed in hospitals and other institutions. Continuing he said, "Massage is now placed upon a scientific basis, and I see no reason whatever why blind persons should not hold such appointments. I am glad to say that they are well paid and their work appreciated, and if the blind are employed in the hospitals and institutions of the country, it will be good for them and good for the institutions." Prof. McHardy of the Massage Institute of London in speaking at the conference said, "In this practice of massage by the blind there is a very real and promising opening both to help the blind and for the blind to help others."

APPLIANCES.

Dr. Dessaud of Paris has recently perfected a simple machine for writing Braille point characters. This machine promises to be of very great advantage in the education of the blind. At present when writing, a blind student proceeds from right to left and the points are embossed downwards; the paper is then reversed and the student reads from left to right. He thus practically has to learn two alphabets and moreover he cannot examine or correct his work until the paper is removed from the frame. With Dr. Dessaud's machine, the writing is done from left to right and the points are embossed from beneath the paper so that the student can correct his work as it proceeds. The great advantage of this simple device will be

ɔnce apparent to all and it is satisfactory to note that its cost will not greatly in excess of the Braille writing frame now in general use.

HEALTH.

It is gratifying to report that the health of the pupils during the past .r has been most satisfactory. Several of the pupils who came to us con- utionally weak have required the special attention of the attending ɣsician, Dr. A. W. R. Lindsay, but these quickly responded to treatment l have since become strong and healthy. The systematic physical train- of the pupils, the good wholesome diet, the regular hours, the healthy ıation of the school, with abundance of sunshine and fresh air conduce to ure to the pupils a standard of health quite equal to that enjoyed by any ool of its size in the country.

GRADUATES.

At the close of the last school year, certificates of competency were ırded as follows;—Vernor Jones, Pownal, P. E I., a first-class certifi- e as a teacher of music, also a first-class certificate as a piano-forte tuner; gar Hursey, Hants Harbour, Nfld., a certificate as a teacher of music; ın McDonald, Mabou, C. B., a first-class certificate as a piano-forte ıer; James Rousse, Wellington, N. S., a certificate as a basket and brush ker; and James McKay, Hunter's Mountain, C. B., a certificate as a ısh maker. In addition to the forgoing, Miss Rachael McLeod of Point oni C. B., was awarded a graduating certificate from the girls' work ɔartment. These young people have received a thorough training and now in a position to maintain themselves.

THREE NOTABLE CONFERENCES.

During the year, three notable conferences of the instructors of the nd have been held. These were convened in London, Great Britain, ıssels, Belgium and Raleigh, North Carolina. In two of these confer- :es this school was represented. From the reports of these conventions t have been received it is evident that a great forward movement is now :ing place in the education of the blind in Europe and America, and that ı interest in the welfare of those who are deprived of sight is steadily the increase. It is also apparent that if this school is to hold its place ong the leading institutions for the blind in the world we must be pre- :ed to give our pupils increased educational advantages and increased

facilities for that training which will enable them to secure more lucrative employment and more responsible positions.

OUR FORWARD MOVEMENT.

The great English educator, Edward Thring, said in speaking of his school, "that proper machinery for work, proper tools of all sorts, are at least as necessary in making a boy take a given shape as in making a deal box." The machinery and tools in a school are the buildings and appliances library, grounds, etc. If the buildings be overcrowded, the appliances meagre, the library indifferent and the grounds contracted, the teachers work at a great disadvantage. The first and most important piece of machinery necessary to a well organized school, is its building or buildings in which the school is carried on. This fact has always been taken into consideration in this institution, and when the growth in the number of the pupils imperatively demanded more school room, music rooms, dormitories or other accommodation an appeal has been made to the legislature and to the public and the response has always been most encouraging. In 1890 with thirty-one pupils it was felt that additional room was required and with the help of the legislature and the friends of the school the east wing of the building was erected. In 1895 when the pupils had grown to seventy in number, the accommodation was felt to be inadequate. The legislature and public were again appealed to and the commodious west wing was erected. The pupils now number one hundred and twenty-one and many others are seeking admission. Increased accommodation is urgently required and believing that the public would support any reasonable effort that might be made to promote the welfare of those who are deprived of sight, a large up-to-date school building has been planned and the work upon the same commenced.

THE NEW BUILDING.

It has been decided to erect the new school building south of the present building, connected with it by a covered way or corridor. In the new school building will be concentrated all the regular work of the school. The building will contain in addition to school rooms, music rooms tuning rooms and an assembly hall; a printing office, manual training department, a gymnasium for boys, a gymnasium for girls, lavatories, etc. In the southern portion there are to be dormitories, and other accommodation for pupils in the kindergarten and primary divisions. The present buildings will be utilized

for residence purposes, and will make it possible to provide library, reading room and sitting room accommodation which is at present urgently required.

FAITH BASED ON REASONS.

The forward movement of this school involves heavy responsibilities and persistent effort, but the work of erecting and equipping the new school building has been undertaken with strong faith that it will be carried successfully through. This faith is based on the following reasons:—First, more pupils are applying for admission; second, the school should be ready to receive all eligible blind persons who may apply; third, more accommodation is urgently required for those now in attendance; fourth, more accommodation is required for the development and equipment of the several departments of the school; fifth, the public recognize that the school is doing a practical work for the blind deserving of support; sixth, the people of the Maritime Provinces and Newfoundland are public spirited and are always willing to liberally assist any institution in which they have confidence, and in the development and progress of which they are interested.

WAYS AND MEANS.

Immediately after the Legislature of Nova Scotia had made the liberal appropriation of $20,000 00 towards the new school building, active measures were taken to secure subscriptions and contributions in all parts of the Maritime Provinces. A pamphlet dealing with the matter was prepared and widely circulated. Schools, Sunday schools and other organizations were asked to assist through brick buyers or collecting cards. Many benevolent persons obtained subscription books and were active in soliciting contributions. So far as time would permit, a personal canvass was made in Halifax and twenty-four public meetings were held in the eastern and western portions of Nova Scotia. The result of these efforts to date is a subscription of $12,057.65, upon which $5,222.28 have already been paid in; this amount is likely to be substantially increased by the subscriptions of those who have signified their intention to contribute; by the receipts from the hundreds of brick buyers scattered throughout the country, and by the efforts of the ladies and gentlemen who still hold their subscription books and are doing their best to fill them.

ACKNOWLEDGEMENTS.

I desire to express my deep sense of obligation to the many friends of the blind for all that they have done and are doing for this school, and for the welfare of those deprived of sight. During the year just closed I have been

more than ever impressed with the breadth and depth of the interest that is taken in this institution. My personal solicitations for aid in erecting our new building have been cordially received and liberally met. In the many large and enthusiastic public meetings which I have addressed, a deep interest in the welfare of the school has been evinced and generous contributions have been made towards our building fund. Ladies and gentlemen, boys and girls, schools, Sunday schools and other organizations in all parts of the country have co-operated by raising money through brick buyers, collecting cards or subscription books. My special thanks are due to the gentlemen who so ably carried out the arrangements for our concerts and public meetings, and to the ladies and gentlemen who so kindly opened their hospitable homes and entertained the pupils in the several localities where such meetings were held.

CONCLUSION.

In conclusion, gentlemen accept my thanks for the encouragement you have given to me in the carrying on of this work, and let me say that your deep interest in the school, your willingness to consider and solve its problems, and your strong support of my administration have made it possible to inaugurate the great forward movement now in progress.

All of which is respectfully submitted.

C. F. FRASER, *Superintendent.*

APPENDIX E.

Report of the Educational Institute of New Brunswick, of the County Institutes, and of the Summer School of Science.

I.—Report of Educational Institute.

[. R. INCH, LL. D.,
Chief Superintendent of Education.

SIR:—I beg leave to submit a report of the nineteenth meeting of the Educational Institute of New Brunswick.

The Institute convened in the Normal School, Fredericton, on June 26, 902. The Chief Superintendent of Education opened the meeting and presided at all the sessions.

The programme was as follows:

THURSDAY, JUNE 26th.

FIRST SESSION, 10 A. M.—Enrolment. Report of Executive Committee Election of Secretaries and Nominating Committee.

11 A. M.—Address by Chief Superintendent of Education.

11 30 A. M.—Address by Mrs. Oberholzer on "School Savings Banks."

12 15.—Visit to Exhibit of Manual Work from the Fredericton City Schools, the Sloyd School and the Normal School.

FRIDAY, JUNE 27TH.

SECOND SESSION, 9 A. M.—"Centralization of Rural Schools," by Inspector Carter. Discussion opened by Principal A. W. Hickson and Mr. Silas Mitchell, one of the Trustees of schools of Welshpool, Campobello.

10 A M—"The Inductive Method of Teaching Latin," by Principal Lewis. Discussion opened by A. S. McFarlane, B. A.

THIRD SESSION, 2 P M.—Talk on "The Teaching of Literature," by Miss Knowlton.

3 P. M.—"The Course of Instruction for High Schools," by Principal Oulton and Mr. C. H. Acheson. Discussion. Inspection of Exhibit of Manual Work.

7 P. M.—Visit to the University of New Brunswick. Address by Chancellor Harrison. Music and refreshments.

SATURDAY, JUNE 28TH.

FOURTH SESSION, 9 A. M.—"On a Graduated Scale of Salaries for Teachers" by Dr. Davidson of the University. Discussion.

10 A. M.—Election of Executive Committee and Representative to the University Senate. Unfinished and new business.

The usual afternoon session and evening meeting on Thursday were omitted so that the members of the Institute might join with the citizens of Fredericton in celebrating Coronation Day.

The financial statement of the Secretary shows the receipts and expenditures to June 26th, 1902, and was as follows:

RECEIPTS.

Balance on hand June 27th, 1901	$371 05	
Enrolment fees for 1900	94 25	
Cash from Board of Education to aid in printing a full report of the proceedings of the Institute	100 00	
		$565 30

EXPENDITURE.

Dr. A. E. Winship's fee	$ 75 00	
Mrs. A. F. Robinson's expenses	2 70	
Advertising	18 75	
Music	17 00	
Janitors	7 00	
Asistant secretary	15 00	
Stenographer	36 00	
Printing programmes, etc	9 50	
Trunk for books, stationery, ballot boxes, etc	2 25	
Transportation of same to and from Institute	90	
Printing proceedings of Institute	192 00	
Travelling expenses of Executive Committee	48 40	
Stationery and postage	2 60	
Sundries	82	
Secretary's salary for two years	62 50	
		$190 42

Billls passed at meeting of the Executive, June 26, 1902:

Advertising	$25 00	
Printing programmes and ballots	7 00	
Expenses of Mrs. Oberholzer	25 00	
		57 00
Total expenditure		$547 42
Balance on hand		$ 17 88

John Brittain was re-elected Secretary and Miss Harriet D. Gregg. Assistant Secretary.

William Brodie, M. A., was elected as representative to the Senate of the University.

The following members were elected to serve on the Executive Committee:—

Berton C. Foster, M. A., Frank Good, Miss Ella Thorne, C. H. Acheson, T. G. McFarlane, C. J. Mersereau, A. B., E. W. Lewis, A. B., Miss K. R. Bartlett, George J. Oulton, M. A., R. D. Hanson, A. B.

The whole number of members enrolled at this meeting was 446.

The President in his opening address spoke of the high compliment which had recently been paid to New Brunswick by the Imperial Government in modelling on that of our Province the system of education about to be introduced into the recently conquered South African States; and in electing so many of our teachers to introduce it there.

He referred to the progress along educational lines in the Province, specially mentioning the great success attending the work of the Sloyd schools; and expressed the conviction that, with the generous measure of assistance given by the Government, Sloyd would become an integral part of our School System.

Following the address on "School Saving's Banks" by Mrs. Oberholzer a resolution was introduced in favor of giving School Boards the power to establish School Saving's Banks. The resolution, however, did not meet with the approval of the Institute, the opinion prevailing that the proposed scheme did not properly come within the scope of school work.

Following Inspector Carter's address on "The Centralization of Rural Schools," Principal Hickson and School Trustee Mitchell, gave an account of the experiment at Welshpool. Three adjacent schools were united and not only has the experiment proven successful from an educational stand-

point, but a considerable financial saving has been effected as well. Trustees, teachers and ratepayers are well pleased with the result of centralization.

A public meeting was held on the evening of Thursday, June 26th, at which excellent addresses were made by Dr. Adams of Glasgow, and Professor Robertson, who spoke on "Manual Training in the Public Schools."

The following important resolutions were passed by the Institute:—

Moved by William McLean and seconded by Dr. H. S. Bridges,

"*Resolved*, That in the opinion of the teachers of this Province, represented by the members of the Educational Institute here assembled, all contemplated changes in the school curriculum in the Text-books for use in this Province should be submitted for consideration to a Standing Committee for such purpose; said committee to consist of the Chief Superintendent of Education, the Principal of the Normal School, one Inspector to be appointed by the Board of Education, and five members, viz., two High School teachers, two Advanced School teachers and one Primary School teacher to be elected by this Institute, and further,

"*Resolved*, That the said committee be authorized to approach the Chief Superintendent at any time with recommendations relative to either of the above subjects."

Dr. Bridges, Principal Foster, Mr. F. O'Sullivan, Mr. S W. Irons and Miss Annie Harvey, were elected members of the above committee.

Moved by Mr. James Barry, seconded by Inspector Carter,

"*Resolved*, That the Chief Superintendent be empowered to appoin at committee not exceeding five members to report at next meeting of the Institute regarding the relative advantages of Parish and District School Boards, and that the necessary expenses of said committee be paid by this Institute.

"*Resolved*, That a committee of teachers be appointed in regard to the proper pronunciation of Latin, to confer with the teachers of Latin in the Province of New Brunswick, with the Professors of Latin in the Dominion, the United States and England, and to decide upon the best method."

Dr. Bridges and Messrs. Brodie and Tuttle were appointed upon the committee called for by the resolution.

During their visit to the university the teachers were each presented by hancellor Harrison with specially prepared phamphlets setting out the op-ortunities afforded New Brunswick teachers to obtain a more liberal lucation at our Provincial University, especially along the lines of Electrical id Civil Engineering.

The addresses and papers presented were interesting and instructive and e discussions well sustained. Dr. Davidson's paper on "Teachers' Wages, raded and Ungraded with a remedy therefor,' and Inspector Carter's on Centralization of Rural Schools," will be found appended to this Report,

Respectfully submitted,

JOHN BRITTAIN, *Secretary.*

REPORT OF SUMMER SCHOOL OF SCIENCE.

To J. R. Inch, Esq , LL. D.,
Superintendent of Education.

Sir: I have the honor to submit, for your consideration, the following report of the sixteenth session of the Summer School of Science for the Atlantic Provinces of Canada, held at St. Stephen, N. B., July 22nd to August 8th, 1902.

The enrollment was as follows:

From New Brunswick,	171
" Nova Scotia,	29
" Prince Edward Island,	7
" Ontario,	2
" Quebec,	1
" United States of America,	49
Total	259

The session of the school was characterized by the enthusiasm with which the students entered upon and prosecuted their studies. Much prominence was given to field and laboratory work. The presence and assistance of Dr. Fletcher, Entomologist and Botanist at the Dominion Experimental Farm, Ottawa, aided very materially in the field work.

The division of work for each day was as follows: From 9 o'clock, a. m., to 10 o'clock p. m., was devoted to work in the class-room; the afternoons to field and laboratory work, and the evenings to public lectures. This division of the work has been found to be very satisfactory.

Great prominence was given by all the instructors to illustrate methods to be employed in the teaching of the subject they were considering. In this way the teachers who attended the session received help that would be of use to them in their own work in the school room.

Much interest was manifested in the work of the school by the citizens of St. Stephen and also by those of the neighboring city of Calais, Maine,

citizens of both places enrolled as members of the school, and in other ways contributed to the success of the meeting and entertainment of the visiting members.

The session of 1902, ranks among the most successful in the history of the school.

The next session will be held in Chatham, N. B., July 21st to August 7th, 1903.

Appended find a list of the officers for the ensuing year, and also the financial statement.

OFFICERS.

PRESIDENT.

PROF. L. W. BAILEY, LL. D., University of N. B. Fredericton, N. B.

VICE-PRESIDENTS.

PRIN. B. MCKITTRICK, B. A., County Academy, Lunenburg, N. S.
PRIN. PHILIP COX, Ph. D., High School, Chatham, N. B.

SECRETARY-TREASURER.

PRIN. J. D. SEAMAN, Prince Street School, Charlottetown, P. E. I.

LOCAL SECRETARY.

J. W. BAXTER, M.D., Chatham, N. B.

BOARD OF DIRECTORS.

THE PRESIDENT, THE SECRETARY-TREASUER, W. R. CAMPBELL, M. A., S. A. STARRATT, ESQ., J. B. HALL, Ph. D., J, VROOM, ESQ.

I have the honor to be, Sir,

Your obedient servant,

J. D. SEAMAN,
Secretary Summer School of Science.

Charlottetown, P. E. I., Nov. 1, 1902.

Financial Statement.

RECEIPTS.

Balance from 1901	$ 35 74	
Grant from Government of Nova Scotia	100 00	
" " " " New Brunswick	200 00	
" " Town of St. Stephen	100 00	
" " " Calais, Maine	50 00	
Registration fees	310 50	
Proceeds of entertainment	16 63	
Advertisements in Calendar	102 50	
Sundries	12 00	
		927 37

EXPENDITURE.

Printing, advertising and stationery	$ 162 35	
Calendars	62 39	
Postage, freight and expressage	43 17	
Class expenses	33 26	
Instructors and officers	398 70	
Rents and expenses of lectures	136 95	
Sundries	64 91	
Balance	25 64	
		$ 927 37

II.—REPORTS OF COUNTY INSTITUTES.

ALBERT COUNTY.

The 25th Annual Session was held at Hopewell Hill on September 25th ıd 26th, President T. E. Colpitts, B. A., in the chair. Fifty-one teachers nrolled as members of the Institute.

After an interesting and forcible address by the President, W. C. Anderon, of Riverside, read an excellent paper on "Discipline." This was folowed by the reading of papers on "Teaching" by W. M. Burns of Hillsboro, nd on "Free Text Books" by L. R. Hetherington, B. A., of Hopewell Cape.

Friday morning's session opened with a discussion on "The Best lethods of Teaching Latin," followed by a paper on "Teacher's Unions and alaries," by E. A. Coleman of Surrey. A nature lesson on "Spiders" by liss Mary A. Smith closed the programme.

A well.attended public meeting was held in the Methodist church on 'hursday evening, at which addresses were delivered by Revs. R. H. Mc-'herson, M. E. Fletcher and A. W. Smithers.

The officers of the Institute elected for the coming year are: T. E. 'olpitts, B. A., President; Edna M. Floyd, Vice-President; W. M. Burns, ecretary.Treasurer; Grace McGorman and Bessie Horseman, additional ıembers of executive.

CARLETON COUNTY.

[Report from the Educational Review, Jan. 1903]

The teachers of Carleton County, N. B., held their twenty-fifth annual ession at Woodstock, on Thursday and Friday, the 18th and 19th Decemer. Over eighty teachers were present; and the sessions, which were more han usually interesting, were guided by Mr. N. Foster Thorne, who made most capable and efficient president. Inspector Meagher was present and ook part in the discussions, adding greatly to the interest of the meeting. Ir. I. N. Draper read an excellent paper on "Discipline," touching the ıany difficult points of this question in a way that must prove helpful to the eachers present. Mr. F. A. Good read a paper on "Bird Study," illustrat-ıg the subject with specimens, drawings, books and papers, and, what proved ar more effective, his own admirable way of presenting this and kindred ature study subjects in his school. One of the best discussions of the In-

stitute—and every paper was discussed with spirit and point—took place on Miss Lina B. McLeod's paper on "Geometry," which was followed by an illustrative lesson to a class of Grade IX. pupils from the Woodstock Grammar School. The illustrative paper—or rather talk—on "Drawing," by Mr. E. J. Branscombe, was admirable in its way. For more than an hour Mr. Branscombe held the close attention of his audience by the skillful and beautiful drawings which he executed off-hand on the blackboard. It was an illustrative lesson, *par excellence*, and the Inspector and his former pupils gave testimony to the excellent results that Mr. Branscombe had secured in his school. The editor of the REVIEW was present at all the sessions, contributing addresses on Nature Study, and taking part in the discussions.

The Institute elected the following officers for the session of 1903, which will be held in Woodstock: I. N. Draper, President; Miss Minnie Carman, Vice-President; G. H. Harrison, M. A., Secretary; Miss Ruth Reid, Mr. F. A. Jewett, additional members of the Executive.

At the public meeting on Thursday evening, a fine programme of speeches and music was carried out.

GLOUCESTER COUNTY.

Reported by President—Alfred J. Witzell.

The Gloucester County Teachers' Institute met at Tracadie on Thursday and Friday the 9th and 10th October, 1902. President A. J. Witzell in the chair. Institute called to order at 10 a. m. 29 teachers enrolled,

Mr. J. R. Doucett delivered an address of welcome.

Dr. G. U. Hay, St. John, gave a very interesting lesson on ferns, illustrating mode of reproduction.

A paper on the teaching of French Grammar was read by J. Edouard DeGrace. This paper was followed by an animated discussion.

The "Question Box" proved a success, as many questions of importance were discussed in the answers, the majority of which were given by Dr. G. U. Hay.

On Thursday evening a public meeting was held which was addressed by President Witzell, Dr. G. U. Hay, C. J. Mersereau, Inspector Doucett, P. P. Morais, Principal E. L. O'Brien.

On Friday morning the Institute opened at 9 a. m. After roll call an excellent paper on discipline was read by C. J. Mersereau, followed by discussion, Dr. G. U. Hay, Inspector Doucett, E. L. O'Brien taking part.

Mr. Chas. F. Brison also read a paper on discipline.

At the afternoon session the election of officers took place. The owing being the officers elected for next Institute: President, J. Edouard Grace, Vice President Miss Loretta Mullins, Secretary J. A. Salter, itional members of executive Miss Bernadette Cormier, M. W. McCarthy.

KENT COUNTY.

[From the Educational Review, November, 1902.]

The Kent County Teachers' Institute met at Rexton, on Thursday and lay, October 9th and 10th, the president, Geo. A. Coates, in the chair. ers were read on the following subjects: "Teaching, a Profession," by A. Pearson; "Arithmetic," by Geo. A. Coates; "Teaching of Fractions," Miss May Ryan; "Centralization of Schools," by A. B. Boyer; "Patriot- in our Schools," by Miss Ness Ferguson; "Geometry," by C. H. Cow- hwaite. In addition to these papers, two lessons were given—one in graphy to Grade III by Miss M. McInerney, and the other in Primary ding, by Miss M. Farrer. The public meeting on Thursday evening addressed by Rev. Mr. Meek, Rev. Mr. Baker and Professor Mac- ady, of the Manual School, Fredericton. On Friday evening the visit- teachers were given a reception at the handsome residence of Mr. G. N. k.

The officers for the ensuing year are: President, Geo. A. Coates; Vice- ident, Miss Ness Ferguson; Secretary-treasurer, R. G. Girvan. Ad- onal members of the executive: Miss Mary Chrystal and C. H. Cowper- aite.

KINGS COUNTY.

(Reported by the Secretary.)

The Kings County Teachers' Institute met at Hampton on Sept. 25th 26th. Enrollment 57. In the absence of the president, the vice ident, Miss Margaret Stewart, filled the chair.

The leading features of the first session were the opening address by ector Steeves, and a lesson in Botany. The second session was made of an excursion to Frost Mountain, under the leadership of Dr. G. U. . This was very enjoyable as well as instructive.

On the evening of the 25th a public meeting was held in Agricultural l, which was largely attended. Dr. Inch gave an address on "Central- on of Schools." Prof. Raymond read a paper on "The Benefit of ege Education to the Individual." The meeting was also addressed by l M. Sproul, Mr. Flewelling and Inspector Steeves.

Third Session.—The principal features of this session were a paper on "Nature Study" by Dr. Hay; a "Programme for Primary School work" by Miss Frances Pritchard. A few brief remarks by John March were here given on "Singing in our schools." A paper on "Manual training, by Miss Beatrice Duke, and a paper on "Discipline" by Willard Brewing.

Fourth Session.—The officers for the ensuing year were now elected as follows:—President, D. P. Kirkpatrick, Vice President Miss Seely, Sec Treas. Willard Brewing. Additional members of Executive, Miss Ada Small, Miss Ida Northrup, Mr. Orton Gray, and Mr. Rex. Cormier. Miss Margaret Evans here gave a reading on "The Ruggles Family." The last paper of the Institute was one on "History" by Miss H. S. Raymond.

NORTHUMBERLAND COUNTY.

(The Educational Review, November, 1902.)

The teachers of Northumberland County had their twenty fifth annual meeting at Harkins Academy, Newcastle, on October 2nd and 3rd, about seventy teachers being present Ernest E. A. McKenzie, principal of the academy, occupied the chair. Chief Supt. Inch was present, and his addresses and contributions to the discussions were of great interest to the institute. Miss Mary C. Edgar gave an interesting reading lesson to a class of pupils in grade four, and Dr. Cox a practical and suggestive address on English Composition.

At the public meeting in the evening, addresses were given by Dr. Inch, Rev. Father Dixon, Dr. Cox, Rev. Mr. Palmer, and others. Dr. Inch dealt very largely with the question of centralization of schools and also with manual training. At the Friday morning session, Miss Lucas read a valuable paper on manual training.

On Friday afternoon the teachers enjoyed a trip down river in a steamer placed at their disposal by the kindness of Lieut. Governor Snowball. Dr. Cox spoke of the evidences of glacial action shown along the valley of the river. During the trip Miss Mowatt read a paper on Home Preparation of Lessons. The following officers were elected for the ensuing year: President, R. W. Alward; Vice-President, Miss Beatrice Ellis; Secretary, Ernest McKenzie. Additional Members of Executive, Dr. Cox and James McIntosh.

ST. JOHN COUNTY.

(Reported by Secretary.)

The St. John County Teachers' Institute convened in the High School, . John, on Sept. 4th and 5th.

The Pres. Dr. H. S. Bridges called the meeting to order at 10 a. m. ıursday, welcoming the teachers, especially those from outside the city.

One hundred and ninety-four teachers enrolled.

After organization the remainder of the morning session was taken up the reading and discussion of a paper by the President on Higher Edution and Practical Life.

The afternoon was devoted to the subject of reading. Papers on prim- y Reading were read by Misses Barlow and Gregg, and on Advanced ıading by Miss Amy Iddles.

The third session on Friday morning was opened by a paper on Coeration of Teachers, by W. S. Carter, A. M., Inspector of Schools. This ıs followed by a paper on Geography by Jos. Harrington.

All the papers were unusually interesting and fully discussed.

The fourth session was devoted to miscellaneous business, and election officers which resulted as follows:

President M. D. Brown, Vice-Pres. J. Frank Owens, Sec.-Tres. Miss ıan Rowan, Exec. Com. H. Parlee, Miss Knowlton.

VICTORIA COUNTY.

[Educational Review, October, 1902.]

About twenty-five teachers attended the Victoria County Institute, ıich was held at Andover on the 25th and 26th September. Mr. John ittain, of the Normal School, was present and gave an interesting outline the MacDonald schools to be established in the Atlantic Provinces Mr. ittain also conducted an outing for the study of Natural Science, which oved very profitable for the teachers. Papers were read at the different ssions—on "Practical Arithmetic," by Thos. Rogers; on the "Beautify- g of School Premises," by Inspector Meagher; on "Manual Training," by iss Iva Baxter; on "Busy Work," by Miss Maud Waldron; on "Patriotism our Schools," by Mr. McVain. A lesson on the "Robin" was given to andard III by Miss Bessie Scott. All the papers were followed by inter-

esting discussions. Mr. Brittain added greatly to the value of the institute by his practical suggestions. Afterwards he met the school trustees and gained their approval to make Andover one of the group of rural schools to be established by Sir William MacDonald and Prof. Robertson.

WESTMORLAND COUNTY.

[Reported by S. W. Irons, Secretary.]

The Westmorland County Teachers' Institute met at Port Elgin on Thursday and Friday, September 25th and 26th. Miss Ella Copp, Vice-president, in the chair. About ninety teachers were in attendance, and the people of Port Elgin gave the visiting teachers a cordial welcome. Papers were read as follows: "Is the teaching of Latin Practical?" by Mr. G. Fred. McNally, A. B.; on "School Organization," by Miss Janet Reade; on "Canadian History," by Miss Ella McCormick; on "Nature Lessons in Grade V, Miscellaneous Schools," by Miss Bessie Ocilton; on "Reading," by Miss Louise Prescott. The public meeting on Thursday evening was addressed by speakers from the ranks of the teachers present. The officers for the ensuing year were elected as follows: President, H. B. Steeves, Moncton; Vice-president, Miss H. Ramsay, Sackville; Secretary-treasurer, S. W. Irons, Moncton. Additional members of the executive, H. Burns, Petitcodiac; M. J. Wallace, Salisbury; and Miss Mary McLeod, Sackville.

The Institutes of Charlotte, Queens, Sunbury and York Counties did not meet during the last school year. On account of the meeting of the Summer School of Science at St. Stephen in July and August, and of the meetings of the Provincial Institute at Fredericton in June it was thought inexpedient to hold the County Institutes in these counties until 1903.

APPENDIX F.

ddresses delivered before the Educational Institute of New Brunswick, June, 1902.

—TEACHER'S WAGES, GRADUATED AND UNGRADUATED, WITH A SUGGESTION OF THE REAL NATURE OF THE DIFFICULTY AND A REMEDY THEREFOR BY PROFESSOR JOHN DAVIDSON OF THE UNIVERSITY OF NEW BRUNSWICK.

The chief difficulty in discussing the question of graduation of teachers' alaries, which is, so far at least, in the region of aspiration rather than of ractical politics, is to determine what it is we propose to gain by such a heme. Is the aim to secure greater efficiency in the teacher? Is it mere- to increase teachers' wages with or without regard to efficiency? Or is it retain in the ranks of the teaching profession in the Province those who e leaving it or may leave it? These are some of the ends which may be oposed. They are not indeed exclusive. There is, for instance, no surer ay in general of increasing efficiency then by increasing wages; and when gh wages are paid the problem of retaining the best is not so difficult to lve. But still, according to the immediate aim we propose to ourselves in aking such a proposal, and according to the emphasis we place upon such ms, we may come to different conclusions.

We must also recognize that there are two distinct points of view from hich this question may be looked at—the point of view of the teacher and e point of view of the public. To those who are sufficiently enlightened ere is no real antagonism, just as perhaps there is no real antagonism be- veen capital and labour considered in the abstract; but, unfortunately, all e not enlightened, and wages questions are decided not in the abstract but the very definite concrete; and we must therefore recognize a certain pos-

sible, even if temporary, divergence of teachers' interests and the public interests In this paper I propose to look at the question almost solely from the public point of view. It is true that the body of teachers are a part, and not an unimportant part, of the public; but the teacher is primarily a public servant, and the public will distinctly refuse, I think, to regard the question of teachers' wages from any point of view but its own.

I think it is better to keep to this point of view, because it is more impersonal in the first place and in the second place because the teachers' point of view is not impressive, except to the victims.

I readily admit that in many cases the wages paid to teachers are inadequate, whether considered in themselves, or relatively to the wages paid in other occupations. They are not always adequate to cover the expenses of living; and they practically restrict us to a celibate teacherhood. The higher up we go the truer it is. The third class teacher is probably paid as much as she is worth, considering the standard of living in the districts she is engaged in, considering the standard of living to which she is accustomed, and considering the standard of attainment and the period of training It is true that she is not paid much more than, in some cases not so much as a domestic servant; but considering both occupations, I doubt whether the third class teacher has much whereof to complain. The second class teacher is also probably paid as highly as the public service demands, and relatively to what is paid first class teachers, both second and third are paid too much. This is partly due to the fact that teaching is largely a female employment—one of the observed rules of which appears to be that there is less, much less, difference between the wages of skilled and the wages of unskilled labour than there is in the case of men. So when we find that there is a comparatively narrow margin between the wages of the unskilled labour of the third class teacher and the wages of the skilled first class teacher, we have come upon a phenomenon which appears in other parts of the industrial world occupied by women. Compared with the lower classes, the first class teacher is under paid, and relatively to social and professional needs the pay is not sufficient as a permanent provision.

It must be admitted that the initial pay is high, higher than in any other profession; and it cannot be pretended that it costs as much to qualify as a teacher as it does to qualify, for instance, as a doctor. But this advantage does not continue long. The teachers' wages do not increase, and the needs of the teacher do; and what may be adequate payment for a teacher fresh from college or normal school is distinctly inadequate for the head of a family or for those who have social responsibilities.

'he wages of teachers come under a well recognized type of wages.—that f the stepping-stone employments for the energetic, and even in many 'ays resemble the wages of those odd jobs of personal services, which iodern society has provided in such numbers, which have a fairly large 'age at the start and no future. The conditions of such employment re pretty definite; and there is as a rule not much industrial hope for ıose who enter them. The initial advantages are greater than in occuations where training is required; and a few may escape before stagnation omes, thus reaping a permanent as well as a temporary advantage; but ıese are few. With the teacher, the initial wage is not inadequate, but ıe advantages of the employment do not increase as they ought, and only ıose who are energetic or ambitious enough to escape before it is too late ıı be said to have made much from the occupation of teaching.

There is no doubt in any one's mind that, for the higher class teachers, 'ages are presently inadequate, and that experience does not, as in other ccupations, bring its reward in increased remuneration. A careful statis-cal examination and comparison of the wages and length of service tables ı the Educational Reports yields little result. Sometimes we have wages istinctly lower than the average, and length of service distinctly above the verage; and sometimes we have just the opposite condition. Probably the tatistical basis is too narrow; but, so far as I can see, there is no warrant for aying of this province that length of service means higher wages. Indeed ıere seems to be some reason on general grounds for concluding that length f service is not altogether desirable, so often is it the case that the efficient tep out and the comparatively inefficient remain. The public in this provıce is not prepared to pay enough to buy the best experience, and conseuently the teachers' wage remains small.

But there is not much to be made out of complaints. One may feel the ıadequate pay as a bitter personal wrong, and may be conscious of being 'orth much more than is received; but the public cares for none of these ıings; and the immediate employer is content to know that the place can be lled by another victim. It is so in the University, which claims to be the ead of the educational system, and it is so among the grammar and first lass teachers. Experience, ability, devotion count for nothing: these may e expected, are certainly accepted, but they really count for nothing, and re seldom rewarded by anything better than fair words. It avails nothing plead that it is impossible to live and work on the wages. The poverty f the teacher, while real enough, is not picturesque enough Over the 'oes of the Russian Jew sweated in the slums of London or Montreal the

public grows sentimental, perhaps because it really cares about ready-made clothes and does not care about education. The protest of the individual seems to count for nothing and certainly effects little. After a short experience he finds that it is not consistent with self respect to be continually complaining of poverty and hard treatment; and he accepts his lot with more or less resignation till he can remedy it for himself. That remedy he generally finds in leaving the profession and betaking himself to an occupation where an honest wage is paid for an honest day's work. And I see no other way out for the individual but to abandon the profession.

It is true that, in the long run, the standard of living has a great deal to do with the determination of the standard of remuneration. No one who has given any attention to labour questions can neglect this side of the problem; but we must be careful to understand *how* the standard of living acts in the determination of wages. It is not because of the labourer's needs, not even because he refuses to work for less, but because the public really wants what he produces and will pay more rather than go without. If production is to be continued, the necessary labourers must be paid.

But if the public is indifferent about the product, neither the necessity of the labourer nor his refusal to work will avail. This unfortunately is too often the case with education. The public does not care much about the product; and therefore, the protest of the worker is apt to go unheeded, especially when there are many competitors who, through inexperience, are ready to accept the rate of wages of which complaint is made. An appeal to the standard of living can accomplish little for the individual even when it is accompanied by a refusal to work on poor terms: even a joint protest and threat to strike can effect little, if the public do not care enough about the product to dread even the possibility of a diminution of the supply. What is required to make the standard of living effectual as a determinant of wages is diminution of the supply of the required laborer. The teacher is in a peculiarly difficult position, when he tries to make his standard of living effectual as a determinant of his wages, because in the first place the public does not value very highly the product of his labour, and because, in the second, whatever the individual may do, the supply of teachers is kept up. I fancy that the relatively high wages of third class teachers shows that the supply there is not equal to the demand; for the best teachers the demand at a sufficient price is far below the supply.

In the long run the wages of teachers are determined by demand and supply. The teacher can only indirectly influence the demand, and his power to determine supply is also limited. There is not much hope of

aking the teaching profession more like a close corporation by restricting ie number of those who enter it or raising the standard of qualification as ie doctors do and the lawyers ought to do. There remains the possibility f reducing the supply by an exodus from the profession, which might in ie end be in some degree effectual if the supply from beneath were hecked; but unfortunately those who leave will be the energetic and the mbitious who are precisely those we can, from a social point of view, least fford to lose; and moreover the remanent portion is not likely to be ffectual in taking advantage of their improved position because the natural eaders are the first to leave.

There is thus not much to be gained by dwelling on the teachers' side f the problem, because there is little hope of remedy for the individual un- ess he leaves the profession and because the standard of living, which is the eachers' side of the plea for higher wages, can be rendered effectual as a eterminant of wages and a cause of higher wages only in so far as the ex- dus materially reduces the supply. But the reduction of the supply is at ie wrong end. We lose the best and we retain in general those who are ot so good. From the point of view of the public's real interest the remedy, rather the method of the remedy, is worse than the disease; and the most epressing fact of all is that the public remains quite unconscious. But we annot regard with equanimity a remedy which sacrifices even the unrecog- zed interests of the public.

When we turn to the question of demand we are faced by a very serious roblem Why is it that the public is content with that which is short of the est? The craze for cheapness which pervades the whole market is not ere a sufficient explanation, for the fact is that here apparently the public content to pay almost as much for shoddy as for genuine fabric. It pays early as much for third class teachers as for first class, because it does not elieve that there is any essential difference between them. Whether it is iat they think that the machine can do everything, and are ignorant of the ct that the more highly organized the machinery is, the greater the demands ade on the skill of the labourer; is not quite obvious; and this is perhaps iving too elaborate an explanation of what, in its last analysis, is simply d fashioned greed and ignorance. But the plain matter of fact is that the verage board of school trustees who are the immediate employers, and the ublic who are the ultimate employers and purchasers, do not apparently be- eve in the existence of quality in teaching and would not pay for it if they id. The educational problem for them is how to fulfil, or to evade, their uties at the least possible cost to the ratepayers.

A large part of the responsibility for this state of affairs is due to the administrative policy of the province which has been guilty at once of too much centralization and of too much decentralization. This is not the place to enter into a discussion of the reasons why our provincial administration does so much more of the work of the province than Ontario, for instance, does. Our early history partly accounts for it. It was one of the difficulties in the way of financial adjustment at the time of confederation, and governments have been criticized in our local politics for attempting to secure a better distribution of responsibilities between the province and the municipalities. In educational matters the central authority has had too much to do and has borne too large a share of the expense; and the local districts have been relieved from their responsibilities, with the result that they do not realize their responsibility. On the other hand there has been, under the stimulus of the idea that the benefits of education should be universal, too much decentralization so that there is almost a board of school trustees for every district school. (A compulsory school law would have accomplished the end more effectually but there are sinister interests opposed to a compulsory law.) It would be hopeless to expect to obtain by any system of selection within such limited areas men qualified by interest in, and knowledge of educational requirements; but by a curious anomaly in politics, these minute districts are granted a right of self-government in matters educational which is denied to the cities. The city of St. John or the city of Fredericton cannot be trusted to manage its own educational affairs, and the board of trustees has to be nominated, partly by the government, and partly by the city council, Not even the most fanatical admirer of democracy, at least if he has any interest in education, will complain of this arrangement if he has regard to the dignity and character of our city board of trustees as compared with our city councils. This principal of selection has given us generally very adequate city boards; but in the rural districts the principle of direct local election is allowed, and the result too often is beneath contempt, if all that is said be true. The area of the constituency is too small to attract men willing to serve and in many cases the board is composed of those anxious to keep down the taxes and willing to close the school, if need be, to effect their purpose. These are the immediate employers of the teacher: these are the people who pass upon the teacher's application: these are the people who adjudicate on his work,sometimes themselves illiterate, very frequently inefficient, generally indifferent to education, these men constitute the demand for teachers; and so long as the ignorant and indifferent are allowed

to control, and that will be so long as the system of small districts and popular election continues, the difficulty of improving the demand will remain.

The consolidation of school districts will give us no doubt better schools but it will first give us better school trustees. The education and improvement of the school trustee is the gravest problem the modern educational reformer has to face; and the first step in that direction lies in making the present type an impossibility. In the first place the area of the school district must be enlarged so as to enlarge the area of selection. There is no reason why a proper board should not manage all the schools in a parish or even in a larger district if need be. In the second place the principle of selection must be brought into harmony with that practised in the cities. There is no reason why those who contribute what is the smaller share of the cost should have the control and management of the school. The province and the county alike are interested; and it would be in accordance with the analogous plan, successful in the cities, should the District Boards of School Trustees be appointed, half by the Local Government and half by the County Council. It is possible, as may be objected, that politics may enter into such appointments; but politics, no doubt, enter into appointments of City Boards, and yet the school board is as a rule a much more respectable body than the city council and no one need be ashamed to be a member of a Board of Trustees.

By such a consolidation we should have not only a larger area to select from but also some assurance that the best men would be selected. Most assuredly the principle would not be the present one of keeping down the cost; and since many schools might be under one Board there would be a disposition on the part of the residents to secure as much as possible from that authority rather than as at present to cut down expenses at the risk of starving the work. Another advantage would be the possibility of employing a trained and professional district superintendent who could supervise the various schools and maintain at least a routine efficiency in them.

In this way there would be secured at least the possibility of some appreciation of the value of experience. At present it is the absence of such an appreciation that makes any change for the better so apparently hopeless. These new trustees would at least not be selected on the purely negative principle of keeping down the school rate. They would have some rudimentary appreciation of the importance of education, and they might therefore be induced to understand that in education, as in other things, experience of the right sort is desirable and even worth paying for. They would also have the advantage of comparing the results

several schools and in this way it is possible they might come to an understanding that it paid the community to pay more and have the work done, rather than to pay less and have it simply attempted.

It is not probable that very much in the matter of higher wages would result from this reform. I do not think that wages would be increased to such an extent that the exodus from the profession of the energetic and ambitious would be checked. Its value would be negative rather than positive, although in the end the cumulative result might be considerable. It would at least prevent the employment of a third-class teacher where a first should be employed; and it would stop those beggarly and shameful attempts to coerce the department into issuing special licenses under threat of closing school altogether if it is not permitted to them to conduct it on the cheapest plan. In this negative way, by checking the demand for cheap teachers, and by improving the demand, it would improve the position of the teacher, and might lead to various increases of the average wage, and even to better wages, to retain an efficient teacher. How far this end would be assisted by rules and regulations prescribing some relation between the county assessment of the district and the class of teacher employed, I cannot say; though the experiment is worth trying.

The most, however, that we can expect of the rural districts is that they shall cease to be an active agent in the degradation of the teachers' position. Even with the best intentions, they cannot do much to meet the chief difficulty for which the system of grading of wages is required. They cannot prevent the exodus of the best, those whom the province has spent much money to train at Normal School and University. The rural school districts are poor, and no increase which is within their power would be effectual in retaining the ambitious. No matter how fully they recognized the value of experience and training, they cannot be expected to pay sufficient salaries to offset the attractions elsewhere. Indeed the whole system of graduated wages seems open to the same objection. It hardly considers how much has to be counteracted. We have to place the net advantages of a teacher's position in New Brunswick in comparison with the net advantages in the United States,—with the net advantages of professions which, for one reason or another, bring more social esteem,—with the church, medicine and law,—and in an increasing degree with business. We have to remember that the great and increasing majority of our teachers are women; and that no scheme of graduated wages according to experience will lessen the attractiveness of marriage, nor is it desirable from a social point of view that they should; and we must also remember that marriage usually places a term to women's

ıdustrial activity. We have to consider both the difficulty to be overcome nd the means available for overcoming it. Take for instance an initial salry of say $700 paid to a grammar school teacher, which is perhaps not inadquate as an initial salary, let it be increased every three years, $100, and I m supposing an almost impossible rate of increase. At the end of twentyne years the salary has risen to $1400, double its original figure. No gradation can ordinarily be expected to do more than double the original salary. emuneration does certainly increase further in other occupations; but the haracter of the work changes and greater responsibility is added. Here xperience is not worth more than double the original salary for the same lass of work.

I have taken an extreme case to bring out the more clearly the improbbility of a scheme of graduated salaries meeting the situation. I am inrmed that a first class or grammar school teacher, having our B. A. degree, ıay confidently expect, after one year at Harvard, long enough to get the B. .. there also, to obtain a scholastic appointment worth $1500, with the prosect of a rise in a few years to $2500. I ask what inducement does a undred dollar increase every three years offer a young man, ambitious and nergetic, to decline such an opportunity. He may take your high initial ılary for a year or two to earn money to go to Harvard, but nothing will ıduce him to stay here permanently with such a prospect. Of late the door as been opened, and I am glad it has been opened, for the energetic teacher) better his position, and we are likely to hear more in the future of the xodus of the best of our young teachers. Again, take the case of a man 'ho looks to the medical profession. He may have a hard struggle at first, ut the success in the majority of instances is such as to make teaching unttractive in comparison. When a student does me the honour to ask my dvice, I always advise him not to teach—to go into business or into some ther profession; and my reason is that teaching offers no accumulated re'ard of experience and ability—what economists call sometimes a rent of bility—as other occupations do.

Graduation of teachers' wages will not in my opinion meet the difficulty ompletely (perhaps nothing can); and what of result the plan might have 'ill be purchased at a disproportionate cost. To base the increase on mere ıngth of service is to place in many cases a premium on inefficiency; and on 'hat other basis it can rest, I confess I do not know. We have already raduation according to certificate and scholastic attainment; but that does ot meet the situation, for it is the highest that leave, and the graduation, so ır as the Educational Department is concerned, is already sufficient to mark ıe difference of scholastic attainment between the classes. We cannot ap-

parently restore payment by results and the inspectors would be the last to wish the increase to depend on their personal reports. Yet a system there must be, and time is apparently the only definite standard available; and it is a bad one. In one form it might be applied. Teachers of the second and third classes might, after seven years' service, be deprived of their certificates, for remaining so long in the ranks of the least efficient.

But we cannot rest with merely a negative result, because the situation is serious and is becoming more serious. The University, as I have said, has very wisely opened its doors on favourable terms to first class teachers; and a large proportion of its matriculated students are from the ranks of the teaching profession. That was wisely done, but we cannot stop there. We must try to keep these teachers in the province. Mere regulations will not do it. You must make it worth their while to stay; or, to use the language of the economist, you must make the net attractions of the teaching profession in the Province equal to the net attractions elsewhere or in other professions.

But how is this to be done? We may obtain some guidance by considering other occupations of a somewhat similar character, those in fact which draw from the teaching profession at present. The characteristic of professional salaries is generally a more or less prolonged period of small earnings, followed by a fair measure of success and in some cases by great success. We need not consider exceptions, though there are such, but the young doctor or lawyer must make his account with the expenses of a more or less prolonged apprenticeship or period of study, to be followed in some cases by a longer period of waiting for a practice.

The teacher after a comparatively short training of three or four years at the most if he takes a college course first, may commence with an initial salary of $700 to $1000. So far the advantage is on the teacher's side. But still the other professions draw men away, and the reason is that they offer chances of great success. It is at bottom the same instinct as the gambler's, "double or quits"; and the young men have confidence enough in themselves that the prizes will fall to them. Were it not for this confidence, the number of aspirants would be much less in some occupations. More money has been sunk in the Klondike than will be taken out of it; but there are chances of "striking it rich." In most of the professions it is, however, not pure gambling, because ability can usually command a competence, even if the great prizes be missed. A young doctor may never come to be entitled to a specalist's fees, but he may command a competence as a general practitioner. A young lawyer may never rise to the position in his profession of being able to refuse a seat on the bench because of the

ecuniary sacrifice, but none the less he need not utterly fail. A teacher, however attains nearly all hissu ccess at a bound, and the wages which may seem lmost princely at twenty-one may be very inadequate at forty. He has ittle to hope for. There are no great prizes in this profession: there are ew posts which promise even a moderate competence. The doctor and the awyer can fall back on the second best; but for the teacher there is no best nd scarcely any second best to work for. Young men understand these hings, and it is the most natural thing in the world that they should make aste to leave the profession in this province. They may fail in the professsion of their choice; but their failure, unless it is abject and due to defiiency of character, will probably be at least as good as the teacher's highest uccess.

The problem then is how to create inducements for the young to emain in the profession by copying the conditions of the competing ccupations.

It is not necessary that the prizes of the teaching profession should e so great, or so many, as those offered in law or medicine; for teaching tarts with certain attractions in its favor. I do not refer to the very real ttraction which the communication of knowledge has for some minds, beause every other occupation has its own similar attraction. The teacher is ot in this respect any better than the clergyman or the doctor who may qually be in love with his work and derive more pleasure from his work han from any other source. I speak purely of the material returns which ome to the teacher and do not come in some of the competing occupaions In the first place the element of risk is comparatively small. It is a alary he receives, not an income, and salaries are, other things being equal, nore easily earned than incomes. The initial salary in teaching moreover s comparatively large, and there are those so constituted that any element f risk or uncertainty, at the start more particularly, deprives the occupaion of much of its attractiveness. Then there is the question of hours, here the real advantage to the teacher is by no means so large as it appears o the outsider; and there is the advantage of a fairly long and sure vacation. These are attractions which are real and must be taken into account in estiating the net advantages which an occupation offers.

But these advantages are not of a character to appeal to the ambitious nd energetic. Indeed the teaching profession does not make a very strong ppeal in any case to such natures; but, as things are, teaching does not ake even a moderate appeal to the ambitious. Its prospects of a well pent, but perhaps somewhat monotonous life is not enlivened by the hope

of achieving any striking success. I do not mean of course that the teacher cannot be successful in his work. What I do mean is that he cannot be successful in his pay. In other professions and occupations a man may be successful both in his work and in his pay. This hope of success is one of the most powerful factors in the wages question, in so far at least as regards the professions. A man will put up with many hardships and inconveniences if in the end he can really succeed. If the teaching profession is to secure its proper share of the ambitious and energetic youth of the community, it must hold out the inducement that will attract them. The prizes of the profession need not be so large as in other occupations, for reasons already suggested; but prizes there must be. At present there are no prizes in the ordinary sense of the term. There are two or three posts which offer the possibility of a moderate competence. How many young men are looking forward at the present time with any degree of equanimity, not to such posts, but to such salaries, as the very best they can do? It may be that even so little may exceed their grasp, but it is not much to aim for. Attractions do not exist at present and they must be created if we are to overcome the difficulties of the situation.

How they are to be created is perhaps beyond the subject allotted to me. The legislation increasing the salaries of the inspectors, passed during last session, was a welcome step in the right direction. But we must proceed much further to accomplish the end. The number of inspectorships should at least be doubled and the salaries attached to them further increased. Some means may be found of insisting that the head masters of our city high schools should be more adequately paid; and an entirely new class of positions of district superintendentships might be created with salaries of $1000 to $1400. Positions on the staff of the Normal School could be improved a great deal and made more attractive; and perhaps appointments in the University might be included in the list. At present no one of these positions can be regarded as sufficiently attractive to retain the ambitious and energetic. There is need, I should judge, although there is no standard for making the estimate, of some thirty or forty places in the teaching profession which could be regarded, by the class that at present practice the profession, as prizes, or at least as offering an adequate object for a life's work.

I need not say that to carry out such a proposal will cost money. But it will cost less money than the scheme, or rather suggestion of a scheme, to which the leader of the Opposition, and if I mistake not the Government also, has given a general approval, for raising teachers' salaries. No gov-

nment need be afraid of spending money on education. There is no better st of the progress and enlightenment of a country, when all things are ken into account, than the actual amount of money expended on education. ere is a disposition on the part of those in authority to deal with the ques- n of teachers' wages in a broad and liberal manner. It is to be hoped that e legislation may not take the merely haphazard method of adding so much the grant made by the department to each teacher. Such a method would inadequate to meet the situation as it exists in this province. It would of practically no effect in really raising wages. It would mean merely e employment of third instead of second, of second instead of first class achers, if it demanded any sacrifice from the district boards, and if it did t, it would increase the already existing practice of fraudulently withhold- g, or having paid back, a portion of the district payment to the teachers. ere will no doubt be many objections raised to any proposal to increase e number and the value of the upper places, and a taking appeal could sily be made on the ground that it favored the higher class teachers and l nothing for the lower But such a scheme is, to my mind, desirable be- ase:

1. It meets the real difficulty, which is the increasing exodus of the ung and energetic and ambitious;

2. Its cost would not be so great as that of a general and ineffective in- ase in the provincial grant;

3. It would provide for more efficient and direct supervision than is ssible at present;

4 And it leaves the matter in the hands of the Department, where the st enlightened views of education, and of what education is worth, natur- prevail.

II.—CENTRALIZATION OF SCHOOLS.

BY INSPECTOR W. S. CARTER, ST. JOHN.

The most remarkable phenomenon of the century just closed has been the development of popular education, indeed, its spread may be placed in the last half century, and much of the boasted progress made by the world in that time may be traced to this cause more than to any other. It has revolutionized social and industrial polity, and countries are now ranked in importance not by their revenues, expenditures or standing armies, but by their relative expenditures per head for popular education. I need not contrast the position of such countries as Germany, United States, Great Britain; with Spain, Turkey, Central and South America. You can do that for yourselves.

It is the age of the newspaper, the magazine and the public library, the demand for which, has been created by the advancing intelligence of the masses.

In response to it, colleges, universities, high schools and university extension courses have been established throughout the land. Public and private beneficence and philanthropy flourish as they have never done before, and much of it has been poured out in the cause of education.

Witness the magnificent bequests made to educational institutions in recent years in the United States, not after the death but during the life time of the donors. It is Mr. Andrew Carnegie, who said "to die rich is to die disgraced" and he is proving his sincerity by distributing millions to colleges and libraries. After Lord Kitchener had beaten the Arabs in battle he undertook their real conquest by the establishment of a college at Khartoum. Cecil Rhodes recognized the proper mode of promoting the union of the British race by giving them a common education.

The United States when they wished to reconcile the Cubans to certain conditions, sent for their teachers and instructed them. They sent to the Phillipines teachers, knowing well that they would be more powerful than armies to bring about pacification and real conquest.

In our own Empire, after the fighting, the real conquest is being made by public school teachers, and I am proud of the fact as are you all, that Canadian teachers have been placed in the van of this army as our soldiers have been in the fighting, and we are all sure that they will acquit themselves in an equally distinguished and honorable way.

Ceasar said of one of the tribes of Gaul, that while the other tribes went to battle, this tribe made war. It seems to be the function of the soldier in these modern days to conquer in battle, but that of the teacher to subdue the enemy by peaceful means.

While much has been done, much remains to be accomplished Great good has resulted and no doubt some evil. Our systems of education are not perfect, nor will they ever be. Fifty years of popular education or only thirty, as in our own case, can bring about much good; and some mistakes are likely to be made. There can be no such thing as conservatism in education, but there may be an excess of radicalism.

It is not the object of this paper to indulge in criticism, nor is it necessary. We have our critics in abundance. In fact it is a very common-place man or woman who does not consider himself competent to criticize the teacher in his work. The correction of this will be, I hope, a part of the education successfully imparted in the present century.

We have been favoured with the attention of professional men, authors, editors and newspapers, a few of whom have been competent and just, but many of whom could not by any possibility have any very accurate knowledge of the facts they dealt with.

It has usually been in their hours of relaxation that they have attacked a familiar subject, usually in a sensational manner, along lines which would furnish the last resistance—for popular education, while it has taught the lesson to every other body has not yet taught the teachers to co operate for their own defense or benefit.

Popular education has developed the idea of utility possibly at too great a cost of that of citizenship. Schools for scientific, technical and commercial training are a feature of the age and must increase in numbers and importance, but surely they can exist at the same time with the study of languages.

One of the greatest civilizing and educative agencies in connection with our schools has been that of women as teachers. Is it not possible that there are too few men left in the profession?

We compel all to pay taxes but none to avail themselves of school privileges provided.

We shorten school hours, lengthen vacations and courses of instruction, seek to abolish home study and at the same time advocate curfew laws to keep the children off the streets at eight.

Parents send their children to school before the age of five, insist on their promotion each year, offer prizes, desire them to graduate before the age of fifteen, on no account desire them to remain two years in a grade, advocate all sorts of additions to the course of instruction, and then insist that there is overpressure on the teacher's part, and that the Board of Education is overcrowding the curriculum. There is another class of patrons of the public schools that have but little of the interest and sympathy that the parents of the olden time had for that institution. They do not visit the schools therefore they can not study them They do not know the teacher; they are not familiar with the work done, the methods used nor the results achieved. They are content with voting money for school purposes and leaving the school officers to select lots, erect buildings, provide furnishings and supply teachers.

I ask your indulgence for digressing so far, and will conclude my remarks of a general nature which might be extended to the length of several papers, by a criticism from Supt. Stetson of Maine, which if true should make us humble and furnish work for some time to come:

"It is to be regretted beyond all possible expression that we have lost the strong features of the old time school, the maturity, the dignity, the manhood and womanhood of the teachers, the presence of the older students, who furnished examples and inspiration for the younger, the eagerness, the alertness, the anxiety of the boys and girls to be something, to accomplish something.

Those who are leaving our public schools to-day are wanting in energy, endurance and ability to stand alone and do by themselves worthy work.

They have been freed from cares, relieved of responsibilities, they have had their work done for them, their intellectual pabulum masticated for them so long, that they have become incapable of even assimilating, elaborately prepared intellectual food. But in these days we hear so often as to be sickened by the reiteration of the sentence, 'I do not want my boys and girls to work as I had to work, to pass through the experiences I had to pass through, to be required to struggle as I had to struggle, drudge as I have drudged, and submit to the privations I have endured, I want their lives to be filled with sunshine.' One cannot have too much sympathy, too much respect for him who desires to minimize the hardships of another's life. But there is one stern lesson which parents as well as children must learn

nd it is that experience cannot be acquired by proxy—one must do his own 'ork and develop his own strength."

I assume that at least three fourths of those sitting before me have een born and received the major portion of their schooling in a country istrict, and in consequence I deal with my subject of rural schools with ›me hesitation. I was brought up in the country myself and realize that hile we may desire to leave it in our youth and spread our pinions, everyiing there is hallowed in our recollections, and no matter how long we ıay remain absent or how old we may live, we never lose our desire to ›turn or our belief in the superiority of some things left behind to all else ı the wide world.

The best thought of the men and women to-day interested in education how to improve the rural school. We sometimes hear it said that we ıght to stand up for the country school because of what it has done in the ast, instead of criticizing it, and one would sometimes think that the effort to ıise the standard of rural schools, conveyed some reproach upon rural life. o amount of assertion that he is well will cure a sick man, if he is really ck, and it cannot be denied that the rural schools, while they have unoubtedly benefitted by the general diffusion of education and improved ethods of teaching, have not kept pace with the graded school, where ıe best attainable teaching talent is secured by the payment of better laries, by supplying better buildings and by the holding out of inducee-ents of attractive surroundings to teachers—an atmosphere of culture—the ›portunity to be in and a part of the strenuous life of the town or city, ith its many varied interests, entertainments and associations. After conderable experience both as a teacher and inspector in country schools I have › hesitation in asserting that the only advantage possessed by the rural hool over the urban is that of environment, and if we can devise a plan ' which the surroundings of the former can be combined with the advantages ' the latter, we will have gone a long way in the direction of the ideal hool.

Man is a gregarious animal and one of the most notable tendencies of e present time is the growth of the community, and the shrinkage of the ıral population. The deserted farm has become a feature in the landscape ıd furnishes one of the problems of the present.

Some have ascribed the cause to too much education, but I think that may be easily demonstrated that the absence of adequate educational cilities is the more potent reason.

The country district continues, as it always has and always will, to supply an infusion of vigorous manhood and womanhood to the town. It has been said that there are "but three generations from shirtsleeves to shirtsleeves."

Let us examine more closely some of the conditions found in the rural districts at present.

Our Superintendent reports that there are in the Province something like 500 schools, with an average of less than 12 pupils. But you may say it is a comparatively poor country. It is not more true of this Province than of other places

It happens that ungraded rural schools with very small attendance are to be found in the most thickly peopled states and often in proximity to large cities.

New York, the richest state in the union, in 1895 reported 2983 schools with an attendance of less than 10 pupils each, and 7,529 with less than 20.

Rhode Island reported 64 out of its 263 schools as having fewer than 10 pupils each, Iowa 3200 with an attendance of less than 10 and 6373 with an attendance of less than 15 Maine, I think, has been reported as having 1500 schools with an attendance of less than 10. I could add almost indefinitely to this list but so much will show that our case is not by any means exceptional.

The small school is necessarily the weak school, isolated, classification impossible, emulation unfelt, enthusiasm absent. I have often heard it said that there was a better opportunity for individual teaching in the country school than in the graded. That opinion can only be held by those who have had no experience in ungraded schools or by harking back to the experience of long ago, when the three R's were the features of the curriculum and classification was unknown. In even a very small school with eight or ten subjects to be dealt with and furnishing the same number of classes with a much more irregular attendance, individual instruction is well nigh impossible. Emerson E. White, LL. D., in a paper before the National Council of Education, U. S., 1894, says, "We sometimes hear of the old-time country school in which there were no classes, each pupil being taught by himself, if taught at all; but this school exists in imagination, I am satisfied, and not in history. If ever it had an existence, it certainly preceded the organization of the common school, if it did not precede any school composed of more than ten pupils.

My father was a pupil in one of the early common schools of New England and I was a pupil in a still more primitive school in the then back-

woods of Ohio, but neither my father nor myself ever saw the wholly unclassified country school, of which the present generation of teachers is hearing.

In at least two of three common branches, i. e. branches common to all —the pupils in the old time school were classified. It is true that little attempt was made at classification in teaching the A B C's or the a-b abs, but necessity forced an early classification in reading and spelling—imperfect it is true, but necessary and helpful. I now see in my mind's eye, the row of big boys and girls, that sat on the back seats and read together in the old English reader, and I also see the rows of boys and girls who constituted the successive classes in spelling, standing on the floor and "toeing the mark." No attempt was made in the first school which I attended at classification in Arithmetic, and later the attempt was first confined to the multiplication table, which few pupils perfectly mastered, and so common drills were feasible. As a rule each pupil "ciphered" by himself, at his own gait, going to the teacher or some pupil for assistance, when needed.

The fact that most of the pupils never reached fractions, and fewer ever acquired much skill in integer processes, is evidence of the weakness of individual work, even in such a study as arithmetic."

He adds: "A few pupils who needed only opportunity for study, made good progress without instruction, sometimes remarkable progress."

It has been a common impression that the rural districts contained a smaller proportion of illiterates. It may have been true at a former period, but there is now grave reason to suppose that the fact is now often the other way. In the state of Michigan this matter has been statistically investigated, and it has been found that in cities there were 14 illiterates per 1000 and in the country 24, and the strongest reason given to account for this is the inferiority of the country schools. What is to be done? Consolidate the weak districts and centralize wherever possible.

It is no new thing. It began in Massachusetts and has spread all over the United States. The plan has been successfully carried out in Australia and there is not a Province in Canada that I am aware of but authorizes it though there is yet but one instance of its having been carried out in the Dominion. I am proud of the fact that it has been in my inspectoral district but I will leave the details to the gentlemen to relate, who have been so largely instrumental in carrying it into effect, and who are to follow me.

I have pointed out some of the disabilities that the country schools are labouring under at present. There are many arguments in favour of the plan and many have been advanced against it. I have summarized from

own experience and from that of others the principal arguments used on both sides in order to give conciseness to the discussion which may follow.

Arguments in favour:

1. It will secure better teachers. Teachers in small ungraded schools are usually of limited education, training or experience, or are past the age of competition. The salaries paid in cities and villages allow a wide range in the selection of teachers.

2. It permits a better grading of the schools and classification of the pupils. Consolidation allows pupils to be placed where they can work to the best advantage; the various subjects of study to be wisely selected and correlated, and more time to be given to recitation.

3. It adds the stimulating influences of large classes, with the resulting enthusiasm and generous rivalry. The discipline and training are invaluable.

4. It affords the broader companionship and culture that come from association.

5. It opens the doors to more schooling and to schools of a higher grade.

6. It results in better attendance of pupils, as proved by the experience in places where it has been tried.

7. It leads to better school buildings, better equipment, a larger supply of books, charts, maps and apparatus. All these naturally follow a concentration of people, wealth and intelligence, and aid in making good schools. The wise expenditure implied in these better appointments is good economy, for the cost per pupil is really much less than the cost in small and widely separated districts.

8. It quickens public interest in the schools, pride in the quality of the work done, secures a greater sympathy and a better fellowship throughout the community.

9. It permits more thorough and more easily accomplished supervision.

10. Greater punctuality would be secured as well as a more regular attendance and pupils would not need to go away from home to obtain advanced instruction.

11. It will reduce the per capita cost of education in the districts fected in nearly every case, and without exception, after the first cost of uildings has been paid.

12. It would be better for the health and comfort of the pupils to be rried in comfortable conveyances than to travel through mud and snow they often have to do at present.

Arguments against:

1. Bad roads, especially in winter.

2. Fear that the expense will be greater than under the present stem.

3. Local jealousy; an acknowledgement that some other section of e parish has greater advantages and is outstripping other sections.

4. Depreciation of property; decreased valuation of farms in districts here schools are closed.

5. Dislike to send young children to school far from home, away om the oversight of parents; and to provide a cold lunch for them rather an a warm dinner.

6. Danger to health and morals; children obliged to travel too far in ld and stormy weather; obliged to walk too far to meet the team, and en to ride to school in damp clothing and with wet feet; unsuitable conyance and uncertain driver; association with so many children of all asses and conditions; lack of proper oversight during the noon hour.

7. Insufficient and unsuitable clothing; expense to parents of proply clothing their children.

8. Some people object to the removal of the little schoolhouse, since furnishes the only public meeting house in many places. They say it ill break up the Sunday School, the literary society and other neighborood gatherings.

9. It is objected that the children are often wanted at home before d after school to do chores, and if they must start early for a distant hool and return late, they will not be able to render this assistance and ill miss learning much of the practical work of the farm, which they should quire when young.

10. That many teachers will be thrown out of employment. It is even suggested by some of the western superintendents that some of the little district schools are kept in operation to furnish jobs for the relatives and friends of the trustees.

11. That the pupils receive less individual attention in the large school.

12. Natural proneness of some people to object to the removal of any ancient landmark, or to any innovation, however worthy the measure or however well received elsewhere.

I have already anticipated some of the objections enumerated, but a little further examination of some of these may not be out of place.

BAD ROADS.—If centralization of schools will be an agency to secure better roads, it is a consummation to be desired. A demand for such must precede the facilities and one of the instruments may well be the necessities created by centralization of schools.

COST.—There is a widespread opinion that the cost of centralization will be greater than under the present system, and every other consideration is swallowed up in this I could quote numberless instances to show the contrary, in fact the great mass of statistics obtainable shows that the cost is less than under the present system I am sure that it can be asserted confidently that this will be true in any sections where any adequate provision is made for the present support of schools. It may not hold in the cases of a few districts that subordinate everything to cheapness and inefficiency.

LOCAL JEALOUSY —This leads up to a large question and one that in my opinion must needs be solved before centralization can become at all general

By our present act districts must consolidate before the government assumes half the cost of conveyance. It will be noticed that this first step had been taken on Campobello, before centralization was brought about.

I am of the opinion that this Institute should appoint a small committee of competent persons to report upon the advantages of parish or country school units instead of the present district ones.

Such a committee was appointed by the National Education Association of the United States to report on rural schools, and a more admirable and comprehensive report on all phases of the subject, I believe has never been made.

The committee was composed of twelve of the most noted educationists in the United States and included such men as Wm. T. Harris, Henry Sabin, Hon. C. R. Skinner and A. B. Poland.

The district system has been practically swept away in some of th states in the union.

The committee says, "Considering the great superiority of the Township (parish) system over the district system, it is not a little strange tha its introduction in the room of its competitor should have been so steadily resisted as it should have been. This opposition is due in part to the powe of conservative habit, in part to the belief that the district system is mor democratic, and in part to the popular fondness for office holding, all con joined with much misconception and ignorance in respect to the merits o the two systems. It has been urged in favour of the district system by politi cians, that it is the best unit for canvassing the states for political purposes."

The great advantages of the change it seems to me would be—the equa ization of the cost over a larger area, by which the weak section would b helped by the strong, broader and more intelligent school governmen better school appliances of all kinds, better salaries and consequent highe qualifications for teachers, and the location of schools in the most central an convenient localities, without consulting local prejudices. The town an village are debtor to a very large extent to the surrounding country and it i a debt that has never been repaid. The proposal made a few years ago t increase the county fund was a most equitable one, and would go in a sma degree to rectify this inequality.

Depreciation of property.—The contrary has been shown to be tru where centralization has been adopted. It has been the difference betwee the good school and the poor school.

Danger to Health and Morals.—These dangers are largely imaginar and will disappear entirely with ordinary management and efficient scho officers and teachers.

Children have always taken cold lunches to school with no evil resulti in fact in many districts it is the practice to do so regardless of distanc because of the social inducements of the noon hour.

Because That Many Teachers Will be Thrown Out of Employmen —It is notorious that the demand for third class and local licensed teacher is almost entirely created by these small, weak and often parsimonious districts. In consequence of this, salaries have been reduced more than by an other agency. Young and immature teachers of poor scholarship and litt training have to be employed and the service has suffered. It would be the manifest advantage of all teachers if this condition ceased to exis and to a still greater degree to the districts concerned. I think it a fa

proposition and one worthy of all acceptance, that where the advantages of any plan can be shown to exceed the disadvantages, that the same should be adopted. One of the principles declared by the National Educational Association of the United States is;—"Legislation with respect to public education must not wait for public sentiment. It should lead public sentiment when necessary. Experience teaches that what people are compelled by law to do with respect to schools, they readily learn to do without compulsion, but they are usually slow to demand reforms."

I am sure that with the demands being made upon our schools, that under present conditions, the ungraded schools are not obtaining equal rights in comparison with the graded, and that more legislation is needed to bring about equality, especially in the direction of parish school boards instead of the present district ones.

Some criticisms, not without justice, have been indulged in by the writer of a previous paper at the expense of trustees, but it must be remembered that there are limitations to their powers, and they very often do better than the resources at their command permit, and incur censure thereby. Such as they are we have our responsibility in educating them.

Public sentiment needs educating in this as in other matters, and I am relying upon the teachers to do this work in as far as they may be able. It means much to them all.

Let us remember that the real value of anything is in proportion to the effort put forth to obtain it.

MANUA

OF THE

SCHOOL

OF

NEW BRUNSWICK

FREDERICTON.
PRINTED FOR THE BOARD OF EDUCATION AT THE GAZETTE
1901.

MANUAL

OF THE

SCHOOL LAW

OF

NEW BRUNSWICK.

FREDERICTON.

PRINTED FOR THE BOARD OF EDUCATION AT THE GAZETTE JOB OFFICE.

1901.

PROVINCE OF NEW BRUNSWICK.

EDUCATION OFFICE,

FREDERICTON, January 1st, 1901.

THE BOARD OF EDUCATION has directed the publication in this form of Chapter XXXII, 63 Victoriæ relating to SCHOOLS, for the information of Boards of Trustees, Teachers, and the public generally. The revised REGULATIONS of the Board of Education are appended.

The School Service is to be conducted agreeably to the provisions of the Law and Regulations herein published.

By order of the Board of Education,

JAMES R. INCH,

Chief Supt. Education.

Act relating to "Schools."

SCHOOLS.

CAP. XXXII.

An Act to consolidate and amend Chapter Sixty-five of the Consolidated Statues, relating to "Schools," and the Acts in amendment thereof.

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Schedule.

Passed 12th April, 1900.

Be it enacted by the Lieutenant Governor and Legislative Assembly as follows:

1. This Act may be cited as "The Schools Act, 1900."

2. The following terms shall in this Act mean as herein defined, unless there is something in the context repugnant thereto:

"Schools" shall mean all schools established under "The Common Schools Act, 1871," or any amendment thereof, under Chapter sixty-five of the Consolidated Statutes, or any amendment thereof, or that may be established under this Act or any amendment thereof;

"District," that portion of territory into which the Province shall be divided for local school government;

"Border District," a district embracing portions of two or more Counties.

"Ratepayer," any person rated in the parish assessment list in respect of real or personal property or income;

"The School Year," shall mean an ordinary calendar year of three hundred and sixty-five days, and shall begin on the first day of July, and end on the thirtieth day of June.

3. The Governor in Council shall appoint a Chief Superintendent of Education, and President of the Senate of the University, both of which offices shall be filled by the same person, together with such clerks and assistants to the Chief Superintendent of Education as may be deemed necessary, and may by Order in Council fix the salary of such officers, clerks, or assistants.

4. The Governor in Council may issue warrants in the ordinary manner for the payment of the several allowances, salaries and services, as provided for hereby.

BOARD OF EDUCATION.

5. The Lieutenant Governor, the members of the Executive Council, the Chancellor of the University of New Brunswick, and the Chief Superintendent of Education, shall constitute a Board of Education; the Lieutenant Governor with three members of the Executive Council, or in case of the absence of the Lieutenant Governor, the member of the Executive Council holding the position of Premier, with three other members of the Executive Council, and the Chief Superintendent who shall act as Secretary, shall constitute a quorum.

6. The Board of Education shall have power:

(1) To provide for the establishment and efficient working of a Normal School with model departments; to appoint a principal of the Normal School at a salary of fourteen hundred dollars per annum, payable monthly; to appoint, with the approval of the said principal, such assistants to the said principal as may be found necessary; and to make such allowances for the travel-

ling expenses of student-teachers attending the school as shall be deemed proper, not exceeding twenty-four dollars to any one student-teacher.

(2) To create inspectoral districts, or to revise or enlarge those already created, and to appoint qualified inspectors for the same, not exceeding eight in number, to prescribe their duties, to determine the salary of each inspector, not exceeding for salary, travelling expenses and contingencies of office, the sum of twelve hundred dollars.

(3) To divide the Province into school districts, and from time to time to create new districts or alter boundaries, having due regard to the number of children, and the ability of each district to support one or more efficient schools; towns, villages and populous localities, having a community of interests, shall as far as practicable, form a single district, and no district shall contain less than fifty resident children, between the ages of six and sixteen years, unless the area of such district shall contain four square miles; and in the erection of districts the Board may obtain such assistance as may be found necessary.

(4) To make regulations for the organization, government, and discipline of schools, for the arrangement and order of school premises, and for the classification of schools and teachers, to appoint examiners of teachers, and to grant and cancel licenses.

(5) To prescribe text books and apparatus for the use of schools, books for school libraries, plans for the construction and furnishing of school houses and courses or standards of instruction and study for schools.

(6) To determine all appeals from the decisions of Inspectors, and make such orders thereon as may be required.

(7) To prepare and publish regulations under which moneys may be drawn and expended.

(8) To make such regulations as may be necessary to carry into effect this Act, and generally to provide for any exigencies that may arise under its operation.

7. Whenever the Board of Education shall unite two or more districts, or divide or otherwise alter any district, it shall have power from time to time to make such order or orders as it may deem proper, respecting the continuance and constitution of the Board of School Trustees, removing as it may deem proper, any trustee or trustees and appointing other or others in his or their place, and respecting the rights, property and liabilities of the districts affected by such union, alteration or division, and to relieve, if it shall see fit, any person in whole or in part from assessments made and ordered in such year previous to such division or alteration, which may remain uncollected, and generally to order and direct all things which may become necessary to give effect to such union, alteration, or division.

8. Where in any division or alteration of a school district heretofore made, or which shall hereafter be made under the authority of section six of this Act, the Board of Education shall have made, or shall hereafter make, an order respecting the liabilities of one or more of the districts affected by such division or alteration to the other, the Board of School Trustees of the latter district may maintain an action at law, upon such order of the Board of Education, against the district or districts by such order made liable to the other, for the amount of such order stated.

9. The Board of Education shall have power to attach to a district, as part thereof, any body of dyked marsh or river island wherever situate, which may belong to parties residing in such district.

CHIEF SUPERINTENDENT.

10. It shall be the duty of the Chief Superintendent of Education, and he is hereby empowered:

(1) To have, subject to the Board of Education, the supervision and direction of the inspectors and schools.

(2) To enforce the provisions of this Act, and the regulations and decisions of the Board of Education.

(3) To apportion the County School fund in accordance with the provisions of this Act, withholding the same, and all Provincial aid from districts presenting a false or insufficient return, and dealing with forfeited balances as directed by the Board of Education.

(4) To furnish the inspector with the numbers and boundaries of the districts within the respective counties, and from time to time, as new districts are created, or boundaries altered, to furnish such new boundaries; and the certificate of the Chief Superintendent or Inspector shall be evidence of such boundaries.

(5) To cause copies of this Act, with regulations of the Board of Education, together with all necessary forms and instructions, to be published and furnished gratuitously to inspectors, trustees and teachers.

(6) To prepare annually a report upon the schools subject to his supervision, accompanied with full statistical tables and detailed accounts of the expenditure of the moneys appropriated under this Act, and offer suggestions on educational subjects; which report shall be laid before the Legislature within ten days after the opening of the next succeeding session thereof.

(7) As President of the Senate of the University of New Brunswick, to preside when present at all the meetings of the Senate, and to call special meetings at such times as he may think necessary, by giving due notice thereof to each member of the Senate.

amount equal to thirty cents for every inhabitant of the County, according to the last preceding census, together with an amount not exceeding ten per cent. for probable loss and expenses of disbursing, and shall apportion such gross sum amongst the several parishes, cities and towns in the same proportion as other County rates were next preceding the issuing of the warrant, as hereinafter mentioned, apportioned and assessed, upon and amongst the several parishes, cities and towns, as nearly as the County Secretary may be able to get at such apportionment; or in want of any such previous apportionment, then according to what the County Secretary may deem to be the relative valuation, for taxable purposes of the real and personal property and income of the several parishes, cities and towns, and the County Secretary shall forthwith in the like manner as if the same had been ordered by the County Council, and either by warrant in form (A), hereunto appended, or by including the same in any warrant issued for other County or parish purposes to the assessors of such parish, city or town, specifying therein that the same is for a County school rate, order and direct the assessors of rates of the several parishes, cities and towns, to assess and levy the amount so apportioned, upon the several parishes, cities and towns respectively, together with expenses of assessing and collecting; and the amount so ordered shall be assessed, levied and collected in the same manner as if it had been by the County Council ordered to be assessed, levied and collected for ordinary County purposes; except where provision is in any city or town otherwise made for the expense of assessing and collecting, a sum not exceeding, for assessing, two and one half per cent. and for collecting five per cent., shall be included in the warrant, if such warrant shall be transmitted to the assessors in time to be proceeded upon at the same time as other rates, (if any), but if not, or if there be no such other rates, then not exceeding, for assessing, five per cent., and for collecting, ten per cent.

15. The County Secretary shall, upon issuing the warrants as aforesaid, notify the Chief Superintendent of Edu-

cation of the amount so ordered to be assessed and levied as a County School rate upon the entire County, exclusive of the expenses of assessing and collecting; and the County treasurer shall notify the Chief Superintendent of Education of the amount received by him on such warrants, exclusive of the expenses of assessing and collecting; such amount shall be held by the County treasurer as a County School fund, and shall be paid out upon the order of the Chief Superintendent of Education, and not otherwise, except as herein directed; and the County treasurer shall, for receiving and disbursing such County School fund, be entitled to receive one per cent. on the amount thereof.

16. The Chief Superintendent shall apportion one half of such amount at the close of each half year to the trustees of schools, conducted in accordance with this Act, and the regulations of the Board of Education, to be applied towards the payment of the teachers' salaries, and in the following manner: There shall be allowed to the trustees of each district, in respect of each qualified teacher, exclusive of assistants by them employed, the sum of thirty dollars per year, and the balance of such amount, shall be apportioned to the trustees according to the average number of pupils in attendance at each school, as compared with the whole average number of pupils attending the schools of the County, and the length of time in operation.

17. In addition to any other security required to be given by the County Treasurer, he shall be required by the County Council, at the time of his appointment, or by the warden in case the same shall have been neglected, to give a bond to the Queen, with two sureties, being freeholders of the County, to be approved by the County Council or warden, as the case may be, in the probable amount of the sum to be raised upon the entire County for County school purposes, for the faithful discharge of the duties of his office; which bond shall be lodged with the Registrar of Deeds, and shall, although in terms for one year, unless cancelled or another bond taken, remain a continuing security as long as the County Treasurer shall remain in office.

18. The amount for which a County Treasurer is required to give bonds under the last preceding Section, shall in no case exceed eight thousand dollars.

19. The County Treasurer shall, if directed by the Governor in Council, pay all orders drawn upon him by the Chief Superintendent of Education on account of the County school fund, out of the first or any moneys belonging to the County or parish which may come into his hands, excepting moneys (if any) assessed and on hand for the redemption of debentures issued by the County or parish, or for payment of interest thereon, and shall recoup such moneys out of any funds subsequently paid to him on account of the County school rate.

20. The Warden of the Municipality of York, and the Mayor of the City of Fredericton, shall annually, on or before the first day of January in every year, determine upon a sum which shall be sufficient to yield an amount equal to thirty cents for every inhabitant of the County, as aforesaid, together with the allowance, as aforesaid, for probable loss and disbursing, and determine how much of such sum shall be raised by the Municipality and City respectively; determining the same as nearly as may be according to what may be considered the relative value of the real and personal property liable to be rated in the Municipality and City respectively; and the said Warden shall forthwith certify to the Secretary-Treasurer of York the amount to be raised upon the Municipality; and the said Mayor shall forthwith, certify to the City Council of Fredericton the amount to be raised upon the City of Fredericton; and the Secretary-Treasurer shall, in the manner provided by the fourteenth Section, cause the amount so certified by him, to be apportioned, assessed and levied upon the several parishes in the Municipality; and the City Council of Fredericton shall at the time, and in the manner of ordering other City rates, order the assessing and levying of the amount so certified to it, and the same shall be assessed, levied and collected as other City rates; and such amount when collected, shall forthwith be

paid by the City Treasurer to the Secretary-Treasurer; the Secretary-Treasurer shall receive, hold and pay out moneys so collected and paid into his hands, whether raised in the Municipality of York or in the City of Fredericton, in the same manner as provided in the fifteenth Section.

21. If the warden and the mayor are not able to agree upon such apportionment at or before the date or dates aforesaid, it shall be lawful for the Governor in Council to determine and certify the same to the Secretary-Treasurer and City Council, and the like proceedings shall be had as if the same had been determined as by the preceding section provided.

22. If for any reason in any County, no warrant should be issued for the assessing and levying of a County school fund, as aforesaid, prior to the first day of May in any year, or if any warrant is issued, or any assessment thereon, should, in the opinion of the Lieutenant Governor in Council be defective, or be quashed, set aside, or adjudged defective or if a writ of certiorari should be granted to remove any such warrant, or the assessment and proceedings thereon, into the Supreme Court, for the purpose of quashing or setting aside the same; it shall be lawful for the Lieutenant Governor in Council in any such cases, to direct the County Secretary to issue a new warrant, and the like proceedings shall be had and taken thereon as if the same were regularly issued, and upon the issuing of such warrant, all proceedings for the assessing, levying and collecting upon or in respect of such former assessment, shall be discontinued and abandoned; and any amount paid on such first assessment shall be considered a payment on such latter rate *pro tanto*, any excess being repaid, and any deficiency collected in the same manner as other rates.

DISTRICT ASSESSMENT.

23. Any sum required by any district in further payment of teachers' salaries, over and above the sums provided by the Province and County, and any sum required for other school purposes during the year, including, without limita-

tion by reason of such particularity the purchase or improvement of school grounds, the purchase, erection, repair, furnishing, rent, care and insurance of school houses and outbuildings, the purchase of fuel, light, prescribed maps, apparatus and books (for the use of indigent pupils), the payment of interest accruing during the year on money that has been borrowed, or that may be borrowed, any indebtedness on account of such objects previously incurred, the expense of conveying children to school in cases where by law it is provided that any such expenses may be incurred, contingencies or unforseen expenses, and personal expenses incurred by the trustees in the execution of the trust, when sanctioned in writing by the inspector, together wlth any other expenses required for providing and maintaining an efficient school or schools, may be determined upon by the school district at a meeting having power to vote money ; and any amount so determined upon shall, whether or not the several purposes be specified, be assessed and levied as follows : Every male person (except he be a clergyman) between the age of twenty-one years and the age of sixty years, having resided in such district for the period of one month next before the making out of the district assessment, as hereinafter provided, shall be assessed, and shall pay the sum of one dollar as a poll tax, but not more than one such poll tax shall be assessed in order to meet the requirements of any one school year; the balance of the sum authorized to be raised shall be assessed and levied in respect of real and personal property and income according to the following provisions :

(1) Residents of the district shall be rated and assessed, in such district, in respect of their personal property and income ratable for parish purposes; in respect of their real property they shall be rated in such district upon such part thereof as lies within the said district except as hereinafter provided.

(2) Non-residents of the district owning real property therein shall, in respect of such property, be rated and assessed in the district in which it lies, except when the property consists of marsh land, river

island land, or intervale land owned by residents of the County, in which case it shall be rated and assessed in the district in which the owner resides; provided, however, that until such time as the boundaries of school districts numbers one, two and ten in the parish of Hopewell in the County of Albert, shall be re-adjusted by order of the Board of Education the resident ratepayers of said districts respectively, shall continue to be rated and assessed upon their real estate, wheresoever situated, in the district in which they severally reside, according to the provisions of Chapter 65 of the Consolidated Statutes.

(3) Corporations and companies (except railway companies exempted by law), firms where any of the partners reside without the district, persons liable to be rated in a special capacity as trustees, executors, etc., and persons non-resident in the district but liable to be rated as inhabitants by reason of carrying on business therein, shall, in respect of personal property and income, (as the case may be), be liable to be rated and assessed in the district in which their chief work and business lie, or in which the trustee, executor, etc., resides (as the case may be); and shall, in respect of real property, be rated and assessed in the district in which the real property is situated. The company or corporation may be rated as such, or in the name of the president, manager or agent; and the firm shall be rated in the name of the firm; and the rates shall be collected from such officers (for the time being) or from any member of the firm as if they had been rated on their own account.

34. It shall be the duty of the assessors of rates, upon ving any warrant for the assessing of any County, nty school, or parish rate, to call upon the trustees of y district which in whole or in part, lies within the parish, a copy of the boundaries of the district, and for the es of all non-residents of the district who own real estate ch district, and of all corporations, firms as aforesaid and

persons not being residents liable as aforesaid to be rated in respect of real or personal property in the district, together with the nature of such property; which statement of names and property, and copy of boundaries, it shall be the duty of the trustees forthwith to give.

25. The Trustees may also at the same time furnish the Assessors with a list of the names of all other persons liable to be rated for school purposes in such district and a statement of their ratable property.

26. When any person or persons, corporations, companies or firms, whether resident or non-resident in any parish, shall own real estate in more than one district in such parish, it shall be the duty of the assessors of rates in making up their general assessment roll for any County, County school or parish rates, to specify clearly therein or on a separate paper or papers, filed with such roll, the separate values of such real estate in each school district or school districts in which such real estate is situated so as to enable the County Secretary (when called upon by the trustees of any district) to place upon the list of names furnished him by them, the correct taxable valuation of the real estate in such district, owned by any non-resident of the district, corporation, company, firm, as aforesaid, or other person above referred to.

27. Notwithstanding anything contained in Section twenty-three of this Act, the Board of Education is hereby authorized and empowered to make provision by order as it may deem expedient in any particular case, that any owner or owners of real estate may be assessed in respect of said real estate, or any part thereof either in the district or districts in which such owner or owners reside, or in the district or districts in which such real estate is situated, or the Board of Education may make such other order as to the assessment of such owner or owners as it may deem expedient.

28. Upon any such order having been made, the Chief Superintendent shall forward a copy thereof to the secretary

of the County in which the lands mentioned in the said order are situate, and the secretary shall from time to time, as may be necessary, communicate such order to the assessors of the parish or parishes, which are thereby affected, and the said assessors shall make their assessment or assessments in accordance with the terms of such order.

29. If the assessors fail to specify the situation and value of such real estate, or if they fail to rate the real or personal property or income, as the case may be, of any of the persons whose names shall have been furnished to them as aforesaid, the County Secretary, shall, upon the request of any of the trustees or secretary of trustees require the assessors for the time being to correct, amend or add to such lists; but any names so added shall be considered to be solely for the purposes of district assessment.

30. A failure or neglect of the assessors to obey the requirements of the County Secretary under this Act, or to make the request upon the several trustees, as in section twenty-four, shall be deemed a neglect of duty, and shall render the assessors jointly, or any two of them who may have been in fault, liable to the penalty imposed upon an assessor for neglect of duty under Chapter 100 of the Consolidated Statutes relating to "Rates and Taxes."

31. Any non-resident of a district, corporation, company, firm, as aforesaid, or other person as aforesaid, owning real estate in two or more districts in a parish, liable as aforesaid to be separately rated in each district, may, within the like time provided by law for furnishing a statement on oath of the value of his or their property, furnish the assessors with a statement on oath in writing, of the relative value of his or their real estate in the several districts, as for instance, that his or their real property in district number one, is one-fourth (or as the case may be), in value of his or their entire real estate in such parish; and the real estate in such district shall be rated accordingly.

32. In case the assessors having been served by the trustees of any district with a copy of the boundaries of the

district, and with the names of persons liable to be rated therein, and statement of the nature of the property, do not rate such persons, or separately value such property, they shall be liable to a penalty of four dollars, in respect of each omission, to be recovered in the name of the trustees for the use of the district, before any Justice of the Peace. The penalties for any number of omissions, not exceeding ten, may be recovered together; and the certificate of the County Secretary that any person is not rated, or that any property of a non-resident of the district is not specifically rated in a certain district. shall be sufficient evidence of such non-rating; but in any such proceedings it shall be sufficient answer in respect of any penalty, that the person in regard to whom the omission is alleged was not liable to be rated for the support of schools in such district, or that the assessors, previous to making up the assessment list, requested the trustees or their secretary to point out such property, and that they failed to do so.

33. Persons unable to pay, or persons resident more than two miles from the school house in the district where they reside, or on islands two sparsely populated to maintain a school, and too distant from the mainland to permit children to attend school thereon, may be by the trustees exempted either in whole or in part from the district rate, and the trustees shall return to the annual school meeting a list of such exemptions.

34. The inspector may, in writing, require the trustees of any district to exempt from district rates, in whole or in part, any person residing more than two miles from the school house, and who may have children between six and twenty years of age, or who may have as an inmate of his household, any child between such years who actually attends a school, and who is not an inmate of his household temporarily with a view to such attendance, and the trustees shall in either of such cases exempt such persons accordingly.

35. Neither lapse of time nor any statute of limitations shall be any bar to the collection of any school rate, but

payment of the same may be enforced at any time after the time allowed by law for voluntary payment shall have expired.

36. Any irregularity or defect in substance or form in the parish assessment list, shall not effect the validity of any district assessment founded thereon.

37. If any errors in the preparation of the list submitted to the County Secretary, or in the assessment made thereon be made, the trustees may at any time before a subsequent rating correct such error.

38. Every district assessment made, or to be made, shall be legal if the aggregate amount thereof shall not exceed the amount ordered to be assessed more than ten per cent.

39. If relief be granted by the proper authority for reducing parish rates, to any person by reason of his having been over-rated by the assessors of rates, he shall, on request made upon the trustees, and on producing a certificate from the County Secretary, be entitled to have his district assessment rectified in accordance therewith, and such excess shall not be collected, or if collected, shall be credited on his rate for the next year, or shall be recoverable in action of debt against the Board of School Trustees.

40. All sums ordered to be raised in a district may be brought together, and be assessed and levied in a single column, without distinguishing between the several purposes for which the same may have been voted, in case they were separately voted, and for no purpose of assessing or collecting need they be regarded as separate or several funds.

41. Whenever an assessment made by the trustees of a district is quashed, annulled, or set aside, the trustees shall forthwith cause a new assessment to be made and collected in the same manner as if the assessment were newly ordered; and any payment made by any ratepayer upon the former assessment, shall go in discharge of his rates under the new

assessment *pro tanto;* any excess of payment being repaid to him, and he being liable for any deficiency.

42. Whenever the trustees of any district are unable to discharge the duties devolved upon them by section seventy-three, through the failure of the school meeting to provide the necessary means, the trustees may make an estimate of the amount required during the year in the discharge of their duties, including the means necessary to meet liabilities arising from any contract or agreement theretofore made, and to provide suitable school accommodation; and shall transmit such estimate to the inspector, together with a list of all the residents of the district liable to a poll tax for schools, so far as they shall be able to make such list, and a list duly certified by the County Secretary, of the amount of the taxable valuation of the property and income liable to be assessed in the district, and on receipt of the same, the inspector shall report thereon to the Chief Superintendent for the information of the Board of Education, who shall authorize the trustees to levy and collect the amount of their estimate, or so much thereof as the Board shall deem proper, and such amount may be assessed and levied as if it had been authorized by the school meeting.

43. In cases where the estimate of the trustees submitted to the Board of Education under the provisions of the next preceding Section, shall include objects for which money may be borrowed under the provisions of sub-Section 3 of Section 72, the Board of Education shall have power to grant authority to the trustees to borrow money for such objects, under the provisions cited, as fully as the school meeting.

AID TO POOR DISTRICTS.

44. Each inspector shall, as directed by the Board of Education, determine and report to the Chief Superintendent what school districts under his supervision may be entitled during the ensuing year to special aid as poor districts, and the Chief Superintendent may allow to the schools in such districts such amount, not exceeding one-third more on the

classification of the teachers of such schools, from the Provincial treasury, and one-third more per pupil from the County School Fund, than the allowance to other school districts sharing such funds as in his discretion may seem proper, taking into consideration the position and circumstances of such district. The fixed sum to be paid out of the County School Fund, in respect of each teacher, to schools returned as poor schools, shall be forty dollars.

THE SCHOOL DISTRICT.

45. The school district shall have power to elect trustees and an auditor, and to determine upon all questions of local or district support of schools in conformity with this Act, but no person shall act as auditor of any accounts of the year in which he may have been a trustee.

46. An annual school meeting shall be held in every district on the third Saturday in June, in each year, at ten o'clock in the forenoon; and such meeting, if the first to be held in any district, shall be held at a place in the district to be named by the inspector, by notice posted at least six days previously in two of the most public places in the district.

47. Subsequent annual meetings shall be held in the school house, if convenient, or in such place as the trustees of the district may decide upon, who shall give notification of the same as above; but in case of want of proper parties, or of neglect, the inspector may, by similar notification, determine the time and place of meeting.

48. In all meetings, one of the trustees, or the secretary of the trustees, or a person so authorized in writing by the trustees, or by the inspector, shall call the meeting to order, and act as temporary chairman until the election of a chairman, as provided by section fifty; and in the election of chairman none but qualified voters shall vote; and the temporary chairman himself shall be a qualified voter, and shall have but one vote, and that in case of a tie.

49. No person shall be entitled to vote at any school meeting on any question whatever, unless he shall be a rate-

payer, either a resident in the district or non-resident therein, and owning property in the district, such rate-payers to be hereinafter designated as ratepayers of the district, and unless he shall have paid all district school rates imposed upon him for the then preceding year, in case any shall have been imposed.

50. At all meetings the majority of ratepayers of the district present shall elect from their number a chairman to preside over the meeting, who shall decide all questions of order, and shall take the votes of qualified voters only, deciding according to the majority of votes, and shall give a casting vote in case of an equality of votes. The secretary of the Board of Trustees shall act as secretary of the meeting, and when there is no secretary of the Board or he is not present, the meeting shall elect a secretary to the meeting. The minutes of the meeting shall be read to the meeting before its close, and shall be signed by the chairman and secretary, and transmitted to the trustees within ten days after the meeting; such minutes shall be preserved by the trustees, and be open at all reasonable times to the inspection of ratepayers.

51. If any person offering to vote at any meeting shall be challenged, as unqualified, the chairman shall require the person so offering to vote to make the following declaration:

"I do declare and affirm that I am a ratepayer of this district, that I have paid all district school rates imposed upon me within the last twelve months, and that I am legally qualified to vote at this meeting."

Whereupon the person making such declaration shall be permitted to vote upon all questions proposed at such meetings; but if any person refuse to make such declaration his vote shall be rejected; and if any person wilfully makes a false declaration of his right to vote, he shall be liable to a penalty of twenty dollars, to be recovered by the trustees of the district for its use.

52. All school meetings shall be held at ten o'clock in the forenoon, and may be continued until four in the after-

noon of the same day and may be adjourned to the next Monday at ten, and continued as aforesaid, but no further adjournment shall take place.

53. At the annual school meeting the district shall elect trustees, or a trustee, as hereinafter provided, and an auditor of the school accounts of the coming year, and shall also decide what school accommodation shall be provided, and what amount shall be raised by the district for the support of teachers to supplement the sum provided as aforesaid by the Province and County, and shall also decide whether and what sum shall be raised for the purchase or building of school houses, for the purchase or improvement of school grounds, or for general school purposes; and shall receive and pass upon the report of trustees.

54. Special meetings may be held (1st) upon the call of the trustees, to fill an occasional vacancy occurring in the Board of Trustees, or for any necessary purpose other than that of voting money; and (2nd) upon the requisition of a majority of the ratepayers of the district, for the purpose of voting money, or adding to any amount previously voted for any purpose authorized by this Act; notice of which meetings, specifying the objects thereof, shall be given by the trustees, by posting notices of the time and place thereof in two of the most public places of the district at least six days before the time of meeting.

55. The Board of Education or the Chief Superintendent shall have power to direct the inspector to call general or special meetings of the school district, at such time and at such place in the district as to it or him shall seem fit; and such meeting, if a general meeting, shall have power to transact any business that might be transacted at an annual meeting, and if a special meeting, it shall have power to transact the special business for which it may be called; the like notice shall be given by the inspector of such meeting, as in the case of the first annual meeting of a district, and such notice shall specify that the same is called by order of

the Board of Education or Chiet Superintendent, as the case may be.

56. The school accommodation to be provided by the district shall, as far as possible, be in accordance with the following arrangements:

For a district having fifty pupils or under, a house with comfortable sittings with one teacher;

For a district having from fifty to eighty pupils, a house with comfortable sittings, and a good classroom, with one teacher and an assistant;

For a district having from eighty to one hundred pupils, a house with comfortable sittings and two good classrooms with one teacher and two assistants, or a house having two apartments, one for primary and one for an advanced department, with two teachers, or if one commodious building cannot be secured, two houses may be provided in different parts of the district, with a teacher in each, one being devoted to the younger children, and the other to more advanced;

For a district having from one hundred to one hundred and fifty pupils, a house with two adequate apartments, one for primary and one for an advanced department, and a good classroom accessible to both, with two teachers and if necessary an assistant; or if the district be long and narrow, three houses may be provided, two for primary departments and one for an advanced department, the former being located toward the extremes of the district, and the latter at or near the centre;

For a district having from one hundred and fifty to two hundred pupils, a house with three apartments, one for a primary department, one for an advanced, and one for a high school, and at least one good classroom common to the two latter, with three teachers, and, if necessary, an assistant; or if necessary, schools may be provided for the different departments in the different parts of the district;

And generally for any district having two hundred pupils and upwards, a house or houses with sufficient accommodation for different grades of primary and advanced

schools, so that in districts having six hundred pupils and upwards, the ratio of pupils in the primary, advanced and high school departments shall be respectively about eight, three and one.

57.—(1) When in any school district there are children living so remote from the school house that they are unable on that account to attend such school, the ratepayers of such district may, at the annual school meeting, or at a special meeting called for the purpose, vote an amount of money sufficient to enable the Board of Trustees of such district to convey such children to and from the school under such rules and regulations, subject to the approval of the Board of Education, as may be deemed necessary, and such money shall be assessed upon the district and collected in the same manner as other moneys voted and assessed for the maintenance of the school.

(2) Whenever a majority of the ratepayers of two or more contiguous districts agree to unite into one district for the purpose of establishing a central school, and of providing for the conveyance, to and from such school, of the children living at a considerable distance therefrom in accordance with the provisions of the preceding sub-Section, there shall be granted from the Provincial revenues to the Board of School Trustees of such united district a sum not exceeding one half of the total expense incurred on account of such conveyance.

(3) The Board of Education, on the recommendation of the inspector and without the concurrence of a majority of the ratepayers, may order the union of two or more contiguous districts and the conveyance of children to a central school in like manner as is provided for in the two preceding sub-Sections, and all moneys required for the effective carrying out of such order shall be levied and assessed on the district or districts affected by such order as if the same had been voted at the annual school meeting.

TRUSTEES—THEIR TERM OF OFFICE, QUALIFICATIONS, AND CORPORATE RIGHTS.

58. There shall be three trustees for each district, who shall be qualified voters and residents of the school district; and the trustees in each district shall be a body corporate under the name of "The Trustees of School District number in the parish (or parishes) of in the county (or counties) of ;" and no such corporation shall cease by reason of the want of trustees.

59. The trustees shall remain in office for three years, except that, of the first Board of Trustees, one of their number to he determined by lot at the next annual meeting after appointment, shall go out of office at such meeting; and another to be determined by lot at the second annual meeting after appointment shall go out of office at such last mentioned meeting.

60. At each annual meeting a trustee shall be elected in place of the one whose term of office is about expiring, and the term of every such trustee shall be three years.

61. A trustee elected to fill an occasional vacancy shall hold office only for the unexpired term of the person whose place he fills; and any trustee may, with his consent be re-elected, otherwise he shall be exempted from serving for three years next after leaving office.

62. All trustees of schools, who have been or may hereafter be appointed or elected shall continue to hold office until others are appointed or elected in their stead.

63. A trustee may resign his office with the consent in writing of his co-trustees and the inspector; without such consent a trustee refusing to act shall forfeit a sum of twenty dollars, to be collected by any ratepayer of the district, and for its use.

64. Every trustee shall make the following declaration of office before the chairman of the school meeting:

"I will truly and faithfully to the best of my judgment and ability discharge the duties of the office of school trustee," and if any trustee shall not make the declaration within ten days after notice of his election, his neglect shall be sufficient evidence of a refusal to serve under the last preceding Section, except that a trustee acting as such shall be liable to all the duties and responsibilities of a trustee.

65. If the chairman of a meeting be elected trustee, he shall make the declaration before the secretary of the meeting; and a trustee appointed by the inspector shall, within ten days after notice of appointment, make the declaration before the inspector, or any person by him authorized in writing to take the same.

66. Where a district at the annual meeting fails to elect trustees, or to fill any vacancy occurring in the trusteeship or where a trustee declines to act, a trustee or trustees shall be appointed upon the written requisition of seven ratepayers in the district, by the inspector, who, in case of a further neglect to act, shall have power to make further appointments.

67. Failure or refusal to take the declaration; refusal or continued failure to attend the meetings of the Board of Trustees when notified; failure or refusal to call the annual meeting, or special meetings, or post proper notices thereof; and failure or refusal to perform the duties, or exercise the powers imposed and conferred upon him as a trustee, after written request shall have been made upon him by the inspector to perform or exercise the same, shall (amongst other things) constitute a declining to act under the last preceding Section.

68. The Board of Education or Chief Superintendent shall have power to direct the inspector to exercise the powers conferred upon him by the last two preceding sections, in respect of the appointment of a trustee or trustees, even though no requisition of ratepayers shall have been transmitted to him in that behalf; and in cases where the

succession of trustees required by law shall not have been duly observed in their election or appointment, it shall be competent for the Board of Education to make such orders from time to time as it may deem necessary respecting the constitution of any such trustee corporation.

69. No teacher while employed as such shall be a trustee; and a continuous non-residence of three months by a trustee shall cause the vacation of his office.

70. No trustee shall be directly or indirectly interested otherwise than in his corporate capacity, in any contract provided for herein, except that a trustee may, with the consent of the inspector, contract with the Board of Trustees for the sale or purchase of a school site or building.

71. The Board of Trustees shall exercise all the corporate powers vested in them for the fulfillment of any contract or agreement made by them; and in case they, or any of them, wilfully neglect or refuse to exercise such powers, the trustee or trustees so neglecting or refusing shall be personally responsible for the non-fulfillment of such contract or agreement.

DUTIES AND POWERS OF TRUSTEES WITH RESPECT TO SCHOOL PROPERTY.

72. It shall be the duty of the Board of Trustees and it is hereby empowered:

(1) To acquire, take and hold for the corporation, any real or personal property, moneys or income for school purposes, and to apply the same according to the terms on which the same were acquired or received, with power, when so authorized by the school district in annual meeting, or a meeting called for such purpose, to sell or dispose of the same, and apply the proceeds towards payment of charges against the district for purchase or erection of school property if such charges exist.

(2) To purchase or rent lands or buildings for school purposes, contract for the erection and furnishing of school buildings, repair and keep in order and insure the buildings and furniture, procure maps, apparatus and books and generally to provide for all school services as authorized by the school meeting.

(3) To borrow, when authorized by the school meeting, money for the purchase or improvement of grounds for school purposes, or for the purchase or building of school houses, or for the furnishing of the same; and such amount shall be repaid by equal yearly instalments, not exceeding seven or such greater number of years as the Board of Education shall by special order allow, with any interest accruing, to be assessed upon the district, and the money so borrowed shall be a charge upon the district, and for money so borrowed the Board of Trustees shall have power to give certificates of indebtedness.

(4) To determine the site of the school houses, subject to the sanction of the inspector. When a location for the erection of a school house and necessary buildings has been so selected, ten rods at least from any dwelling house in districts other than cities, towns and villages, and the Board of trustees are unable to agree with the owner thereof for the purchase, they may lay out a school lot not exceeding forty square rods, and cause the same to be appraised in the manner following, that is to say: The trustees shall apply to a Justice of the Peace for a warrant, who is hereby required to grant the same, directed to either the Sheriff, Deputy Sheriff, or any Constable within the County, commanding him to summon five disinterested freeholders of the County, not resident in the district, at a certain time to be named in such warrant, to examine such land, the said trustees or any one of them to be present; and the said jury, who are to be sworn by any Justice of the Peace, shall proceed

to assess the same, provided it appears to them that the trustees had given personal notice, to such owner, of such inquisition, or that notice thereof had been posted in two public places of the district six days before the day of such inquisition; and shall return the amount of such assessment to the County Secretary, and on payment or tender of such damages the Board of Trustees may take and hold such lot. In case the land so taken should at any time not be required for school purposes, the trustees may, with the sanction of the inspector, sell the same by private sale to the original owner at the price paid for it by the trustees, together with interest at six per cent. or at public sale to the highest bidder, in case the original owner declines to purchase as aforesaid.

(5) When the land of any infant, *feme covert*, idiot or lunatic, is required for a school lot, if the trustees cannot agree with the guardian of such infant for the purchase thereof, or with such *feme covert*, and her husband, or with the committee of such idiots or lunatics, the trustees may lay out such school lot, and cause the same to be appraised as in other cases where appraisements are made for a school lot taken under this Act; provided that the notice of the taking of any inquisition shall be personally served on the guardians of such infant the committee of such idiot or lunatic, or the said *feme covert* and her husband; and in case the said infant have no guardian, or the said idiot or lunatic have no committee, then the County Secretary shall act as guardian for such infant, or as a committee for such idiot or lunatic, and in either of these events, it shall be imperative to value such lands by a jury, and the damages found by the jury shall be paid to the County Treasurer and remain in the County funds on interest at five per cent., until application is made theretor by such guardian or committee, or such infant himself when of full age, or in case of his death his representatives.

(6) When land required to be taken for a school lot is under mortgage, if an agreement for purchase cannot be made with the consent of the mortgagee or mortgagees, it shall be lawful for the trustees to lay out such school lot, and cause the same to be appraised as in other cases where appraisements are made for a school lot under this Act; provided that notice of the taking of any inquisition shall be served on the mortgagee or mortgagees as well as the mortgagor, and in such cases the damages found by the jury shall be paid to the mortgagee or mortgagees according to their priority, and be by him or them credited on such mortgage, and the land so taken shall he held to be thereupon released from any such mortgage or mortgages.

(7) Any Board of school trustees may, and they are hereby authorized and empowered with the consent of the Board of Education, to sell and dispose of at public auction, or private sale, any real or personal estate belonging to any such Board of school trustees not required, or which has ceased to be used for school purposes, or which it may be considered advisable to dispose of; provided that the terms and conditions of any such sale shall first be submitted to and approved by the Board of Education.

(8) It shall be lawful for the Board of Education to direct as to the investment and disposition of the moneys arising from any such sale, and it shall be the duty of the Board of School Trustees to carry into effect any such directions.

WITH RESPECT TO SCHOOLS, SCHOOL TEACHERS, BOOKS, ETC.

73. It shall be the duty of the Board of Trustees, and they are hereby empowered:

(1) To provide school privileges free of charge for all children from six to twenty years of age,

inclusive, who may be resident in the district, and when authorized by the school meeting, improved accommodation, as far as possible in accordance with the provisions of section fifty-six, with power to admit to school privileges pupils from other districts and if the trustees shall deem it necessary, they may exact from such pupils such reasonable tuition fee as may be sanctioned by the inspector. Persons above twenty years of age who desire to attend school in the district in which they reside, shall have the right to do so free of charge, if there is sufficient school accommodation. Any person who may be assessed for district school rates in two or more districts shall have the right to send his children to the school of any district in which he may be assessed, or part of them to the school of one district and part to the school of another district as last aforesaid. Any parent, master or guardian, who pays district school rates in any school district shall be entitled to send any child under his care, custody or control to the school of such district.

(2) To regulate from time to time with the aid of the teachers the attendance of the pupils in the several departments according to attainments, and to suspend or expel any pupil from school whom the teacher may report to the trustees as persistently disobedient or addicted to any vice likely to affect injuriously the character of other pupils, until the trustees and teacher shall receive from such pupil assurance of reform.

(3) To employ teachers for the district, the contract to be in writing, and to suspend or dismiss any teacher for gross neglect of duty, or for immorality; and they shall forthwith transmit a written statement of the facts to the Chief Superintendent who, if satisfied of the correctness of such dismissal, shall not allow to such teacher further payment on such contract from the Provincial treasury.

(4) To visit at least monthly each school under their charge, and see that it is conducted according to this Act and the regulations of the Board of Education; to notify the district of the opening or re-opening of the schools, to provide for the health of the schools, and to see that the schools are properly supplied with the books prescribed by the Board of Education, and that no books unauthorized by the Board are used.

(5) If any parent, master or guardian, after notice from the trustees that a child under the care of such person is unprovided with the necessary prescribed school books, shall refuse or neglect to furnish such child with the books required, the trustees shall, subject to the power to exempt indigent persons, furnish them at the expense of the district, and the cost thereof may be collected from the parents, master or guardian, by warrant of the trustees as in case of assessed rates.

(6) To provide from the school funds under its control, prizes not exceeding a first, second and third prize in any school term for each school or department, and according to such conditions and regulations as may be prescribed by the Board of Education, provided that no such prize shall be awarded in respect of proficiency in particular subjects of the school course or the discharge of particular school duties.

WITH RESPECT TO THEIR ORGANIZATION.

74. It shall be the duty of the board of trustees, and they are hereby empowered, to meet as soon as practicable after the annual election (or the appointment) of a trustee or trustees, and appoint a secretary to the corporation, who may be of their own number, and who shall forthwith give a bond to Her Majesty, with two sureties, in a sum at least equal to that to be raised by the district during the year, for the faithful performance of the duties of his office, and the

same shall be forthwith lodged by the board of trustees with the County secretary for the County; and trustees failing to take such bond from their secretary, and lodge it as aforesaid, shall be liable for his default to the extent of the sum for which such bond should have been taken; and such secretary shall keep the records, accounts and moneys of the board, and in pursuance of the orders of the board collect and disburse all school moneys of the district, have charge of the school property, safely keep and deliver up, when required, to the trustees the papers and moneys of the corporation, including the records of the school meetings, and perform all other duties which the board may prescribe in relation to their corporate affairs; the secretary shall be entitled to receive five per cent. commission on all sums collected upon the district assessment by him or under his direction (except as hereinafter provided) for the support of the schools of the district excepting in cases where payment is made within ten days after demand or notice given by the secretary, in which cases he shall be entitled to two and one-half per cent., and shall make a deduction to such persons of two and one-half per cent., and the secretary shall be entitled to two and one-half per cent. on all sums collected by him or under his direction (except as hereinafter provided) for the purchase or erection of a school house, or the purchase of school grounds, and any ratepayer paying his rates in respect of such last mentioned services within ten days after demand or notice shall be entitled to the like deduction of two and one-half per cent. on the amount of his rates; the secretary shall not be entitled to any percentage on the amount of the County fund apportioned to the district; when the rates are collected in whole or in part by the parish collector, as hereinafter provided, the secretary shall be entitled to no commission on the rates collected by the parish collector, unless the percentage received by the parish collector is less than five per cent., when the secretary may receive the difference between such percentage and five per cent.; and when the rates, in whole or in part, are collected by the parish collector, ratepayers shall have the right to the

reduction as aforesaid for voluntary payment; and the school meeting may allow the secretary in case of the collection by the parish collector in whole or in part, such compensation for his services as secretary as it may see fit, not exceeding five per cent., on the amount so collected by the parish collector, and the same may be paid out of the district funds, or included in any district assessment.

75. The bond given by the Secretary of any Board of School Trustees shall, so long as it shall remain uncancelled, or until a new bond be taken, be deemed a continuing security during his continuance in office, although in terms for one year.

WITH RESPECT TO THE ASSESSMENT AND COLLECTION OF RATES.

76. It shall be the duty of the Board of Trustees, and they are hereby empowered:

(1) To furnish the County Secretary of the County in which the district or any part of it is situate, with a list of the persons llable to be rated for school purposes in such district or part thereof, upon the property or income, that is to say: Of persons who are residents of the district, and of persons who own real estate in the district liable to taxation, but who do not reside in the district, and of persons and corporations liable to be rated as aforesaid, in respcct of real or personal property or income, by reason of carrying on business there, or being rated as corporations, trustees or as aforesaid; the County Secretary shall set opposite the name of each person the amount on which he is liable to be taxed, as the same appears on the assessment list of the parish last on file, or as same may be amended or corrected, or added to, as herein provided; that is to say, in the case of a non-resident of the district, the taxable valuation of the real estate in the district owned by the non-resident; and in the case of a resident of the district, the taxable valuation of income and real and

personal property of such resident, as the same appears in such assessment list, and in the case of corporations, firms as aforesaid, or other persons referred to in sub-section three of section twenty-three, the real or real and personal property, and the total income (as the case may be), for which such other person, firm, corporation or company is rated upon such assessment list, in respect of such district; persons assessed as the owners of real estate in the parish assessment list shall, until the filing of the next parish assessment list, be deemed the owners thereof for purposes of district school assessment; the County secretary shall certify such list, and the County Council shall make such allowance to the secretary for his trouble as shall seem just, and at a rate not less than twenty-five cents for every list not exceeding twenty-five names and fifty cents for every other list.

(2) To apportion the amount to be raised by the district in the following manner: The sum of one dollar shall be levied as a poll tax, as provided in section twenty-three, and the balance of the sum to be raised shall be levied by a fair apportionment according to the valuation contained in the above mentioned list.

(3) To furnish to their secretary a list of the assessments, with instructions in writing thereon, signed by the trustees, authorizing and directing the secretary to collect from the persons therein named the amounts set opposite their names; and the rates shall be collected by the secretary in the same manner, as near as may be, as other rates and taxes are collected under and by virtue of sections seventy to ninety-three, inclusive, of Chapter 100 of the Consolidated Statutes relating to "Rates and Taxes," and amending Acts.

(4) To file with the secretary-treasurer of the County a duplicate or copy of all assessment lists

made up by them, and to state therein the name of their secretary, and to give his post-office address.

77. The assessment shall be signed by the trustees or two of them; and the rates shall be collected either by the secretary, in the same manner as hereinbefore provided, or they may at any time deliver to the parish collector a copy of the district assessment list, with a precept subscribed or endorsed thereon, requiring the collector to collect from the several persons the sums set opposite their names respectively, as the amount of their school rates, and to pay the same when collected to the secretary of the school trustees.

78. It shall be the duty of every collector receiving said list and precept, at or about the time that he is collecting other parish rates, to collect such school rates at the same time and in the same manner as he shall collect the parish rates, and pay the same over as directed; but if the collector receives such list and precept at any other time, he may, if he shall so wish, proceed with such collection forthwith; the parish collector shall be entitled with such school rates, and in addition thereto, to collect from the ratepayers the usual percentage allowed him for collecting parish rates, not exceeding five per cent.

79. In any law relating to the collection of rates, or to the rights and privileges of collectors, the word "Collector" may be taken to include the secretary of school trustees, or the collector acting under precept from the trustees as aforesaid; and the county secretary may certify any rate or proceeding thereon, and his certificate shall have effect in the same manner as provided in the collection of other rates.

80. No action shall be brought against any school trustee individually or against the trustees in their corporate capacity, or against the secretary of trustees, for anything done by virtue of the office of trustee or secretary, unless within three months after the act committed, and upon one month's previous notice thereof in writing, and the action shall be tried in the County where the cause of action arose.

The defendant in any such action may plead the general issu and give the special matter in evidence. If it appears tha the defendant acted under the authority of this Act, or an Act in amendment hereof, or of any regulations made pursuan to the powers herein given, or that the cause of action aros in some other County, the judge or jury shall give him verdict. The provisions of this section shall not extend t actions upon contract.

81. In case of a judgment being recovered against the trustees in their corporate capacity, they shall satisfy the same by forthwith causing an assessment to be made in the same manner as other assessments on the school district.

82. Where a judgment which, before the passing of this Act, has been recovered, or which may hereafter be recovered against the trustees of any school district remains unsatisfied for twelve months, and the trustees refuse or neglect to assess in order to satisfy the same as provided by section eighty-one, the person who has recovered such judgment may, on notice to the trustees, apply to a judge of the County Court for an order, which order the judge of the County Court may make, to be directed to the secretary treasurer or secretary of the Municipality in which the district is situated, calling upon him to issue a warrant of assessment to the assessors of rates for the parish, directing them to assess the amount of such judgment upon the ratepayers of such school district, in the same manner as a school rate ordered by the school meeting would be assessable, and such rate may be collected by any parish collector, and when collected shall be paid over to the person who may have recovered judgment as aforesaid.

WITH RESPECT TO REPORTS, ETC.

83. It shall be the duty of the board of trustees:

(1) To cause to be prepared and read at the annual meeting, a report for the year then ending, which report shall, amongst other things, contain a state-

ment of the educational condition of the district, and its needs, and exhibit a full account of the receipt and expenditure of all school moneys during such year, which account shall have been duly audited as hereinafter provided; also an enumeration of all persons included in the district assessment list (which list shall be available to the school meeting for reference), who have not paid the district school rates imposed upon them, with the amount of the assessment upon each.

(2) To prepare and forward to the Chief Superintendent within two weeks after the close of each school term, a true return, duly sworn to before a Justice of the Peace, of the state of the school, according to the form drawn up for that purpose by the Chief Superintendent.

(3) To call all meetings as provided for by this Act.

AUDIT OF TRUSTEES' ACCOUNTS.

84. The auditor shall, at least two weeks before the next annual meeting, call upon the board of trustees to submit to him their accounts for the year, with all vouchers, agreements, etc, and shall examine into and decide upon the accuracy thereof, and whether the board of trustees have truly accounted for, and expended for school purposes, the moneys received by them, and report upon such accounts at the annual meeting; and if the auditor objects to the lawfulness of any expenditure made by the trustees, they shall submit the matters in difference to such meeting, which may either determine the same or submit the same to the inspector, whose decision shall be final. During the time that such audit is being made, the secretary of the trustees shall continue responsible for the safe keeping of all books, papers, accounts, vouchers, and all other documents whatsoever submitted to the auditor and necessary to be produced for the purposes of such audit, and if the said secretary should decline to allow the auditor to take away with him

any or all of such books, papers, accounts, vouchers or documents, he shall provide the said auditor with a convenient opportunity and place, either at the secretary's own residence or at his office or place of business where such audit may be made.

TEACHERS.

85. Every teacher shall call the roll every morning and afternoon, and otherwise keep a daily register of the scholars in the manner prescribed by the Board of Education, which register shall be open for inspection at all times, he shall diligently and faithfully teach all the branches required to be taught in the school, according to the terms of his engagement with the trustees, and according to the provisions of this Act, and shall maintain proper order and discipline therein; and any teacher neglecting to keep an accurate register as aforesaid, shall forfeit the amount otherwise payable to him out of the Provincial treasury.

86. He shall have a care to the health and comfort of the school, and to such end shall enforce cleanliness, and report to the trustees the appearance of any infectious or contagious disease in the school.

87. He shall, during each half year, hold a public examination of the school, of which notice shall be given to the trustees, and to the parents through the pupils; he shall through the pupils give notice of all school meetings advertized by the trustees.

88.—(1) He shall make to the half yearly return of the trustees an affidavit in the following form:

I (*name in full*) teacher under authority of a valid license of the class from the Board of Education of New Brunswick, and under an agreement with the Board of School Trustees of Saint John (or Fredericton) or school district No. in the parish of in the County of or (*as the case may be*) made in accordance with the form prescribed in regulation 2 of the Board of Education, do

swear, that to the best of my information, knowledge and belief, I have taught and conducted the department of the school (or schools, *as the case may be*,) for the period of legally authorized teaching days during the school term ending A. D. 19 , and while so employed, have endeavored to discharge my duties in accordance with the requirements of "The Schools Act, 1900," (and any amendment thereof,) and the regulations of the Board of Education; and that during the said period no text books unauthorized by the Board of Education were used in the department (or school); and that the school register was faithfully and impartially kept; and that the grand total days attendance made by the enrolled pupils during the aforesaid legally authorized teaching days was (*the number to be expressed in words at length*)

....
Name of teacher.

Sworn at this day of A. D. 19
before me.

....
J. P.

(2) In all school districts, towns and cities, it shall be the duty of the school teachers (under direction of the principal, where there are graded schools) to collect all available and useful information as to the number of families in the district, the names of parents and householders, the number of children of school age, their occupation, if not attending school, the number of absentees and the causes, and information of any other description that, in the opinion of the teachers collecting the same, may be the means of effecting an increase in the average attendance of pupils at the public schools of the Province.

(3) Such information when collected, shall at the end of each school year, be put in a properly tabulated form by the teacher collecting the same, and by him forwarded to the inspector of the school of which

he is a teacher, to be by such inspector filed with the Chief Superintendent of Education, together with a list of the names of the teachers in his district who have made no report, and the reasons, if any, for such failure.

(4) If any teacher shall vacate his office for any reason at any time other than at the end of the school year his successor shall take possession of all the information already collected in pursuance of sub-section (2) of this section, complete the same, tabulate the report and deal with it as provided in sub-section (3) hereof.

SUPERIOR AND GRAMMAR SCHOOLS, SUPERIOR SCHOOLS.

89. Superior schools may be established by Boards of Trustees in their respective districts on the following basis:

(1) One superior school may be established in each County for every 6,000 inhabitants, and if the population of the County, after being divided by 6,000, leaves a remainder of 5,000, or over, one other school may be established.

(2) Should the number of superior schools to which a County is entitled on the basis of population be exhausted, the Board of Education may authorize the establishment of one additional such school on the recommendation of the inspector, due regard being had to the educational circumstances of the district in which such school may be established.

(3) If a greater number of districts compete to establish superior schools than the number authorized for a County, the inspector shall, subject to the approval of the Board of Education, determine in which district they may be established.

(4) Districts which shall have established superior schools under this Act, shall be permitted to

continue the same so long as they are efficiently conducted and maintained in accordance with the regulation of the Board of Education.

COUNTY GRAMMAR SCHOOLS.

90. One grammar school to be called the County grammar school, may be established in each County.

(1) The Board of Trustees of the district in which a Grammar school has heretofore been maintained may establish such school and continue the same as long as it is efficiently conducted and maintained, in accordance with the regulation of the Board of Education.

(2) If the aforesaid district fails to establish a County grammar school, it shall be competent for any other district to establish such school, and the district so establishing the school shall have the same privilege with respect to its continuance as if it had heretofore been maintained in the district.

(3) Should several districts within a County compete to establish a County Grammar school, the inspector shall, with the approval of the Board of Education, determine in which district the school shall be established, the foregoing provisions (1) and (2) being observed.

(4) Should a Grammar school not be established within a County, the Board of Education is hereby empowered to authorize in lieu thereof, the establishing of an additional Superior school in such County.

(5) A Grammar school and a Superior school shall not be established in the same parish unless the number allowed by law for the whole Province shall not be exhausted, and then only by permission of and under conditions to be imposed by the Board of Education.

91. All property in whatever form existing, or wherever situated, belonging to the trustees and directors of the Grammar schools, in each of their respective Counties, is hereby vested in the board of trustees of the school district in which it is now situated; and all property in whatever form existing or wherever situated, belonging to the public Grammar school in the Town of Saint Andrews is hereby vested in the Board of Trustees of the school district number one, in the parish of Saint Andrews; and all property in whatever form existing, or wherever situated; belonging to the president and directors of the Public Grammar school in the City of Saint John, is hereby vested in the Board of School Trustees of the City of Saint John, but the control and management of the school shall be as heretofore, subject to the approval of the Board of Education.

PROVINCIAL AND LOCAL SALARIES.

92. There shall be annually granted from the Provincial treasury, in respect of each of the aforesaid schools established under this Act, and conducted in accordance with the published regulations of the Board of Education, the following allowance:

(1) To the teacher of a superior school holding a license of the Superior or Grammar school class, a sum not exceeding two hundred and fifty dollars, provided the trustees of the district in which the school is established shall pay to such teacher a salary not less than two hundred and fifty dollars per annum, or ratably to the time taught within the school year.

(2) To every teacher of a County Grammar school holding a Grammar school license and doing Grammar school work, as determined by examinations under the direction of the Chief Superintendent, a sum not exceeding three hundred and fifty dollars per annum, subject to such conditions as to local aid and otherwise, as the Board of Education may deem proper for the particular County in which the school is establish-

ed; provided, however, that not more than four teachers in any one Grammar school shall receive the Grammar school grant provided for in this Section.

93. All of the aforesaid schools shall participate in the County fund apportionment on the same principles as other schools established under this Act.

94. Superior schools, in grade seven and upwards, shall be free to all pupils residing within the parish in which the school is established, provided such pupils belong to districts in which school is maintained. County Grammar schools, in grade eight and upwards, shall be free to all pupils who are residents of the County.

95. The boards of trustees of the aforesaid schools shall admit to school privileges, provided there be sufficient accommodation, pupils outside the limits named in the foregoing section ninety-four, and may exact from such pupils a reasonable tution fee, subject to the approval of the inspector.

LIBRARIES

96. Whenever a school district shall raise a sum of money for the purpose of establishing a library, or adding thereto, the Board of Education may grant to it a sum equal to one-half the amount so raised, not to exceed twenty dollars in any one year, to be expended in the purchase of books therefor.

MISCELLANEOUS.

97. No order for assessment or proceedings of any school meeting shall be impeached before any Court; but any party complaining may appeal to the inspector within fourteen days after the act complained of, such appeal to be in writing, and to set forth specifically the grounds thereof, and the inspector shall forthwith examine into and decide the same; and the decision of the inspector, subject to an appeal to the Chief Superintendent within fourteen days after such decision shall be final, and shall not be removed by certiorari.

98. On complaint under oath, of any ratepayer of a district, that any person, whether a trustee, secretary of trustees, or other person, improperly withholds from the Board of Trustees money or other property belonging to the district, the inspector may in writing, require such person to deliver over to the trustees within a time limited by him, such money or property, and if such order is not complied with within the time so limited, a County Court Judge may, on application of the complainant, and on proof of the above facts, summon the person so charged, and make inquiry into the matter, and may deal summarily therewith, and make such order or orders as to him may seem just, and with or without costs, which orders shall be enforceable as other orders of the Court.

99. All penalties and forfeitures under this Act shal be recovered and enforced by action of debt in any Court of competent jurisdiction, in the same manner as a private debt, or under the provisions of Chapter 62 of the Consolidated Statutes, relating to summary convictions.

100. In all cases wherein a school house has been built within any district, and is owned in shares, it shall be competent for the majority in interest of the owners of shares to sell and dispose of the same to the district at any meeting duly held after ten days' notice of the object thereof at the price such meeting shall determine upon, or as may be realized at a public sale thereof duly advertised, and the proceeds of the sale shall be divided amongst the proprietors in proportion to their shares in interest in the property.

101. No proceedings shall be taken before a Justice of the Peace or Police Magistrate by a parent or guardian against a teacher for improper treatment towards a pupil, until such parent or guardian shall have first made complaint to the trustees of the school, and shall have given a reasonable time to have the cause of complaint investigated.

102. Appropriate instruction shall be given in the public schools as to the nature of alcoholic drinks and

narcotics, (including tobacco), and special instruction as to their effects upon the human system in connection with the several divisions of the subjects of relative physiology and hygiene, all of which subjects shall be studied and taught as thoroughly as other branches in said schools. Such instruction regarding physiological and hygienic laws, and the effects of alcoholic drinks and narcotics, shall be given orally from a suitable text-book in the hands of the teacher, to all pupils unable to read, and such instruction shall be given to all others with text-books in the hands of the pupils, and from text-books as well graded to the capacity of the pupils as other text-books are, and such instruction shall be given as aforesaid in all schools in the Province receiving public grants.

103. The text-books to be used for instructions required to be given by the preceding section of this Act, shall be prescribed by the Board of Education, who shall notify the secretaries of the respective Boards of School Trustees within the Province, of the choice of the text-books so selected by them as aforesaid; and said text-books used in the primary or intermediate grades shall give at least one fourth of their space to the consideration of the nature and effects of alcoholic drinks and narcotics; and the text-books used in the higher grades shall contain at least twenty pages of matter relating to this subject.

104. It shall be the duty of the school officers and school inspectors to report to the Board of Education any failure on the part of the trustees or the teachers of the schools under their control, to carry out the provisions of the two last preceding sections. Upon its being satisfactorily proven to the Board of Education that any teacher or trustee has failed to carry out the provisions of the said sections, any such failure shall be deemed sufficient cause for withholding, wholly or in part, from any such teacher or trustee, Provincial or County grants.

CITY OF SAINT JOHN AND CITY OF FREDERICTON.

105. The schools in the City of Saint John and in the City of Fredericton shall be managed as follows:

(1) The City of Saint John shall, for the purposes of this Act, be one entire district, and the City of Fredericton (except as hereinafter provided for) shall, for the purpose of this Act, be one entire district; each of which districts shall be under the control and management, for school purposes, of a Board of Trustees, which shall be a body corporate, in relation to all powers and duties conferred upon it by virtue of this Act, and shall be styled "The Board of School Trustees of Saint John" (or Fredericton, *as the case may be*); the organization, rights, powers, duties and liabilities of each of which boards shall be as herein defined.

(2) The Board of Trustees of Fredericton and all other cities (except Saint John) and incorporated towns to which this section may apply, or hereafter be made to apply, shall consist of nine members of whom the Governor in Council shall appoint four, one of whom shall be designated chairman, and such four persons so appointed shall hold office for four years each, or until the end of the fourth school year following their appointment, and then shall be eligible for reappointment, and the city or town council shall appoint five to hold office for five years, or until the end of the fifth year following their appointment, and these shall be eligible for reappointment; a majority of the board shall constitute a quorum, and in the absence of the chairman, the board shall temporarily appoint a chairman. Two of the board, one to be appointed by the Governor in council, and one by the City Council, shall be women.

(3) The Board of Trustees of the City of Sain John shall consist of eleven members, of whom th Governor in Council shall appoint five, one of who shall be designated chairman, and such five shall tire in the following manner: One at the end of ea school year after their appointment, in the orde

which their names appear in the Royal Gazette announcing their appointment, and they shall be eligible for reappointment; and the Common or City Council shall appoint six members of such board, and such six shall retire in the following manner, namely: One at the end of each school year after their appointment, in the order in which their names appear in the minute of the Common or City Council by which they are appointed; every member so retiring shall be eligible for reappointment. Two of the board, one to be appointed by the Lieutenant Governor in Council and one by the City Council shall be women.

(4) The Trustees shall serve without reward, nor shall they be interested directly or indirectly, otherwise than in their corporate capacity, in any contract authorized by this Act. They shall meet, once at least each month, and may adjourn for a shorter time. Special meetings may be called by the Chairman on personal notice given to the members of the board, or in such manner as the board may prescribe.

(5) Each Board of Trustees shall appoint a secretary at a salary as follows: In the case of Saint John such as the board shall from time to time fix and determine, and in case of Fredericton, or any incorporated town to which this section applies, not to exceed the sum of eight hundred dollars. The secretary shall keep a record of the proceedings of the board, and perform such other duties as the board may prescribe in relation to its corporate affairs; such record, or transcript thereof, certified by the secretary, shall be received in all courts as *prima facie* evidence of the proceedings; and such records and all books, accounts, vouchers and papers of the board, shall at all times be subject to the inspection of the Chief Superintendent of Education, and any committee of the Council.

(6) The Board of Trustees shall have power, and it shall be its duty, to provide sufficient school accommodation and tuition free of charge to all children in the district between six and twenty years of age inclusive, and for such purpose, organize and establish such and so many schools as it shall deem requisite, with power to alter and discontinue the same, to purchase or lease lands or buildings for school purposes, to erect, enlarge, alter, repair and improve school buildings and their appurtenances, according to the requirements of the case; to furnish school houses, and to procure furniture, maps and apparatus, and to provide text-books for indigent pupils, to provide fuel and light, and defray the contingent expenses of the several schools, and of the Board of Trustees; to have the custody and safe-keeping of the school property of the district, and to insure the school buildings and furniture; to determine the sites of the school houses; to contract with teachers and pay their wages; to have in all respects and subject to the Board of Education and Chief Superintendent, and to the various provisions of this Act, the superintendence, supervision and management of the schools of the district; to notify the council of the amounts required for the yearly support and maintenance of the schools, as hereinafter provided; to report annually to the council upon the expenditure of the moneys received by the Board under the provisions of this Act; to furnish semi-annually to the Chief Superintendent of Education, a full report of its proceedings, also returns of all schools in accordance with the forms supplied by the Chief Superintendent, and a statement of the appropriation of all moneys received by the board under the provisions of this Act; and generally the Board of Trustees shall exercise all the powers and be subject to all general duties of trustees under this Act, so far as the same are not impaired or affected by the provisions of this section relating to the man-

agement of schools in the cities of Saint John and Fredericton.

(7) The Board of Trustees shall have power to borrow money for the purchase of school lands or buildings, and for the erection of school buildings, and when sanctioned by the Council, for the permanent repair and furnishing of school buildings.

(8) To enable the board to borrow money, it may issue debentures, to be called school debentures, in such form and for such sum as may be decided upon, redeemable in twenty-five years from the date thereof, with interest not exceeding six per centum per annum, payable half-yearly, which debentures shall be a charge upon the district. The debentures shall be sealed with the seal of the board, and signed by the chairman and countersigned by the secretary; provided that the whole amount of such debentures shall not exceed for the City of Saint John, the sum of one hundred and sixty thousand dollars, and for the City of Fredericton, the sum of sixty thousand dollars; provided that the Board of School Trustees of Saint John, with the consent of the Governor in Council, may issue debentures in excess of the sum of one hundred and sixty thousand dollars, and debentures heretofore or hereafter issued by the Board of School Trustees of Saint John, with such consent, shall be good, valid and binding, although in excess the sum of one hundred and sixty thousand dollars. In the year previous to any debentures issued under the provisions hereof becoming due and payable, the trustee shall notify the Council of the same, and the amounts thereof shall be assessed and levied in the year in which the same become due.

(9) It shall be lawful for the Common Council of the said City of Saint John, to authorize and require the Chamberlain of said city, to pay monthly during each year, to the said Board of School Trustees, a

sum equal to one twelfth of the estimates made up by said board, under this Act, and any Act or Acts amendment hereof.

(10) The proportion of the County school fund apportioned to the said districts shall be paid to the respective boards on the order of the Chief Superintendent of Education.

(11) The board shall notify the Council of the amount required for the permanent repair and furnishing of school buildings, and the Council shall forthwith determine whether the same or any part thereof shall be raised by the issuing of debentures or by assessment; and, if by assessment, the Council shall order the same to be assessed and levied at the time of ordering the assessment hereinafter mentioned.

(12) The board shall annually, and previous to the last day on which by any law the city or town rates are required to be ordered, make an estimate of the sum which may be needed up to the time when the rates of the next succeeding year will probably be received, for the support and maintenance of the schools, and for the due execution of the different powers and trusts vested in the board, other than for the purposes for which the board has power, or may receive permission to issue debentures, including amongst other things, but without limitation by reason of such particularity, the sums required for the payment of teachers' salaries over and above the amount receivable out of the provincial treasury and County school fund; for the rental of land and buildings; for the care of school property, fuel, light and insurance; for the purchase of maps, apparatus, and of books for indigent children; for interest on debentures that have been, or that may be issued; for salaries, and unforseen and contingent expenses, with all other current expenses, together with any amount needed for repayment of any temporary loan effected

with the approval of the Governor-in-Council, and for payment of any liabilities incurred in reference to the aforegoing objects and purposes ; and shall within the like time notify the Council of the aggregate amount thereof, and request the Council to cause such amount forthwith to be assessed and levied.

(13) Such sum not exceeding for the City of Saint John eighty thousand dollars, for the City of Fredericton, sixteen thousand dollars, together with any further amount required for payment of interest on debentures, and for repairing and furnishing school buildings as aforesaid, shall, by the Council of the said cities and towns respectively, forthwith upon such notification and request, and so as that in fact the rates herein mentioned may be made up, assessed and levied at the same time as other city or town rates, and either by a separate assessment, or by including the same in any other assessment for town or city purposes, be ordered and caused to be assessed, levied and collected; but it shall be in the power of the Council, notwithstanding such excess as aforesaid, to order the assessing and levying of the full amount of such estimate, together with a further sum as aforesaid, for repairing and furnishing school buildings.

(14) The said rates and assesments shall be made, assessed and levied as follows, that is to say : A tax of one dollar shall be assessed and levied on the poll of every male inhabitant of the district, between the age of twenty-one and sixty years (except clergymen and persons in indigent circumstances), and the balance of the sum shall be assessed and levied in the same manner as other city or town rates, or as specially provided in any city or town for the assessing and levying of such balance; the said rates and assessments shall be collected in the same manner as other city rates ; and the sum so raised

shall be paid by the Chamberlain or Treasurer, the order of the Board of Trustees, notwithstand any local law or regulation to the contrary.

(15) The Board of Trustees is hereby authorized with the sanction of the council, to co-operate wi the governing body of any school existent on the 17 day of May, 1871, on such terms as to the boar shall seem right; but any such arrangement shall b annual in its nature, and shall be determined by lap of time or a breach of conditions, and shall not inclu the building or furnishing of school houses, and i such case the board may make allowance to suc schools, out of the funds under its control; but n public funds shall be granted in support of an school, unless the same be a free school, and co ducted in every respect in conformity with this Ac and the regulations of the Board of Education.

(16) The Board of School Trustees of Saint Joh shall be and they are hereby authorized and e powered under their corporate seal, to make an grant any lease or leases of any land now belongin or which may hereafter belong to them, for suc term or terms of years, and with such covenants f renewing the same at the expiration of the term, an granting a further lease or leases thereof to the lesse or their assigns, and with such other convenant conditions and provisions as to them may appe expedient and for the advantage of the said Board School Trustees of Saint John; and every such le shall be good, valid and effectual in law, and bindi on the said corporation; provided always, that every such lease so to be made and granted, a f and adequate yearly rental shall be reserved, payab to the said board, during the continuance of t original term for which such lease may be grante and any renewal or extension thereof, provided th no property which has been acquired by assessme

under this Act, shall be subject to the provisions of this section.

(17) The Council shall annually appoint two auditors to audit the accounts of the Board of Trustees, and the expenses of such audit shall be paid out of the contingent expenses of the board.

(18) The title of all school property shall be vested in the Board of Trustees, and such property shall not be subject to taxation or be liable to be taken in execution, but in case of any judgement being recovered against the Board of Trustees, they shall forthwith notify the Council of the amount thereof, and the like steps shall be taken by the Council to levy and collect the same, as in other cases provided for by this Act.

(19) All the provisions of this Act, except as herein otherwise provided, shall extend to the City of Saint John, to the City of Fredericton, to the City of Moncton, and the several towns to which this section may apply.

106. It shall and may be lawful for the Board of Education to separate all that portion of the City of Fredericton, in the County of York, described as follows, viz.: "Beginning at a point where the Sunbury County line strikes the river Saint John ; thence following the said County line until it strikes the Wilsey Road, so called ; thence following the Wilsey Road until it strikes the river Saint John ; and thence down the said river to the place of beginning ;" from the said City of Fredericton for school purposes, and to unite the same to school district No. 2, in the parish of Lincoln, in the County of Sunbury, or any part of said last named district, and constitute the same a border district under the corporate name of school district No. 2 (A), in the parish of Lincoln and City of Fredericton, in the Counties of Sunbury and York ; and such school district, when so constituted, shall, in all matters, relating to public schools, be subject to

the provisions of this Act, and amending Acts, and all regulations thereunder made :

(a) The portion of the City of Fredericton when so set off and constituted a separate district as aforesaid, and the residents thereot, shall be exempt from all school rates and taxes in the said City of Fredericton.

107. Children resident in the locality which may be so separated from the City of Fredericton, constituted a school district, shall, after being so separated, be entitled to the privilege of attending the Fredericton schools free of charge when eligible to undertake the work in advance of Grade V.

INCORPORATED TOWNS.

108. The provisions of section one hundred and five shall apply to the towns of St. Stephen, Milltown, Chatham, Newcastle, Campbellton and Woodstock, with the substitution of the words "Town Council" for "City Council," and "Treasurer or any other fiscal officer" for "Chamberlain" with a like substitution, the said provisions of section one hundred and five shall apply to any town now incorporated, or which may hereafter be incorporated · provided that the Town Council, at a meeting called for such purpose, determine in favor of the adoption of such provisions, and under its corporate seal, certifies the same to the Governor in Council, who shall appoint a proportion of the trustees as provided for in sub-section two of section one hundred and five.

109. The towns to which the provisions of section one hundred and five apply may issue school debentures for the purposes and in the manner provided for the cities of Saint John and Fredericton by sub-sections seven and eight of said section one hundred and five; provided that such debentures shall be made payable in twenty years from the date thereof, and the amount thereof shall not exceed the sum of forty thousand dollars; and the amount mentioned in section one hundred and five, sub-section thirteen, shall be in the case of

the City of Moncton, sixteen thousand dollars, and in the case of any incorporated town, ten thousand dollars.

110. The provisions of section one hundred and five shall apply to the City of Moncton, and the school district of the City of Moncton shall embrace all the territory heretofore included in district number five of Moncton; and the Board of Trustees of Moncton school district, shall, in addition to the powers, rights and duties cast upon or given them by virtue of the adoption of the provisions of section one hundred and five, succeed to all the rights and property, and be subject to all the liabilities, debts and engagements of school district number five, aforesaid; and the City Council of Moncton is hereby required, after the adoption of the provisions of section one hundred and five as aforesaid, to exercise all such powers and authorities, and to perform all such acts within and for said district as are by section one hundred and five conferred upon and exercisable by the Common Council of Saint John and the City Council of Fredericton, subject to the provisions of sections one hundred and eight and one hundred and nine.

111. In any case where a school district contains within its limits, a city or incorporated town, for the purpose of levying any school rates upon said district, the persons, properties and incomes ratable within the said district, as well without as within the said city or incorporated town, shall be deemed to be ratable as if within the said city or incorporated town; and the assessors of rates for the said city or incorporated town, shall for the purpose of levying and assessing any rates ordered to be levied by the City or Town Council in accordance with the requisition of the Board of Trustees, or otherwise under the provisions of this Act, include in the assessment list of the said city or town, the name of each person liable to pay a school rate or tax, in said school district, whether resident therein or non-resident, and whether resident within the said city or town, or non-resident; and such rates shall be assessed, levied and collected in the same manner as if the whole of the said district

were included within the corporate limits of the said city or town.

112. The Governor in Council is hereby empowered, if he shall see fit, to appoint an additional member of the Board of Trustees of any city or town to which the provisions of section one hundred and five of this Act extend or may be extended; and in case of such appointment by the Governor in Council, the Common, City or Town Council, shall also have power to appoint an additional member of such board.

113. Should the Governor in Council appoint a fifth member to the Board of School Trustees, each member appointed by the Governor in Council in that case shall continue in office for five years, or until the end of the fifth year following his appointment, and shall be eligible for reappointment. Should the Common, City or Town Council appoint a sixth member to the Board of School Trustees, each member appointed by the Common, City or Town Council in that case shall continue in office for six years, or until the end of the sixth year following his appointment, and be eligible for reappointment.

114. The present members of any Board of Trustees who have been appointed by the Lieutenant Governor in Council, shall retire, one at the end of each school year, after the passage hereof, in the order of their appointment, or if any two or more were appointed at the same time, then in the order in which their names appear in the Royal Gazette announcing their appointments; and the members of any Board of Trustees who may have been appointed by the Common, City or Town Council, shall retire, one at the end of each school year, after the passage hereof, in the order of their appointment, or if any two or more were appointed at the same time, then in the order in which their names appear in the minute of the Common, City or Town Council by which they were appointed. Every member so retiring shall be eligible for reappointment; provided that if in any year any additional trustee be appointed by the Governor in Council, or the Common, City or Town Council, under any

law providing for such increase, no retirement according to the order so as above fixed shall take place in such year, but the same shall take place in the next succeeding year, and so on hereafter according to such order.

115. Should a vacancy occur in any Board of Trustees through the death, resignation or otherwise of a member, whether appointed by the Governor in Council, or by any Common, City or Town Council, his successor shall hold office for the remainder of the unexpired term of the member in whose stead he was appointed, and he shall be eligible for reappointment.

116. In case the provisions of section one hundred and five are hereafter adopted by any city or town, the Town Council shall, at the time of making the appointment of school trustees, determine their order of retirement, and the retirement and appointment of trustees shall thereafter be subject to the provisions of this Act.

117. The chamberlain or treasurer of any city or town to which the provisions of section one hundred and five of this Act extend or may be extended shall, upon the receipt of any moneys from time to time paid into his hands on account of the rates and taxes of such city or town, set apart and keep to a separate account to be called "The Board of School Trustees' Account," so much and such proportion of such moneys as the amount ordered to be assessed and levied for district school purposes bears to the whole amount ordered to be assessed and levied for all purposes in such city or town, and shall forthwith upon the request of the Board of School Trustees, and so from time to time, as such request is made, pay over such moneys so set apart to said board; and shall whenever requested, exhibit to the said board the state of such account; and such moneys so set apart or that ought to be set apart, shall not be by the chamberlain or treasurer, applied to any other purpose whatsoever.

PUBLIC MONEYS.

118. All moneys, whether Provincial, County, or district or local, raised or available for school purposes, shall be taken, considered and construed to be public moneys.

CHARACTER OF SCHOOLS.

119. All schools conducted under the provisions of this Act, shall be non-sectarian.

120. It shall be lawful for the Board of School Trustees in any city or incorporated town, in which there are a greater number of school children upon the registers than two thousand, to employ a superintendent of schools for such city or town, at such annual salary as the board may in its discretion, fix and determine.

121. When the number of children, exclusive of those who are blind, or deaf and deaf mutes, between the ages of six and twenty years, inclusive, in any school district does not exceed twelve, or when the average attendance at any school during the school year, or during such part thereof as the school may be open, is less than six, no school shall be established in such district, or if already established shall continue to be maintained therein after the termination of the school year in which either of the two contingencies in this section mentioned shall have happened, unless the Board of Education by its order, shall permit such school to be established or continued; provided, nevertheless, that annual school meetings shall continue to be held in such district, and trustees elected therefor; and at each school meeting there shall be voted such sum of money, which shall be assessed, levied and collected in the ordinary way, as will be sufficient to convey, if necessary, to the most easily accessible schools, the children of the said district, and pay all such reasonable tuition fees as may be demanded by the trustees of the school which the said children attend; and the said last mentioned trustees, upon being paid or tendered such reasonable tuition fees, shall provide accommodation for all children in the like manner as though the said child-

ren were resident in the district in which the school they attend is situated. If the trustees of the two districts cannot agree upon the amount of tuition fees to be paid, the same shall be fixed by the inspector of the school, which the said children attend, whose decision shall be final.

122. In any case in which a school shall be closed by the order of a Board of Health, or any health officer on account of the prevalence of contagious or infectious diseases, the teacher or teachers of such school, shall be paid by the trustees of the district at the rate of salary stated in the teacher's contract for the time during which the school shall remain closed; provided, however, that no teacher shall have a claim on this account for a longer period than three months from the date of the closing of the school; or to the date of the termination of his contract, in case the contract shall terminate in less than three months from the closing of the school.

123. The Acts and parts of Acts mentioned in schedule B, hereto, and all other Acts or parts of Acts inconsistent herewith, are hereby repealed.

124. This Act shall come into force on the first day of January next.

SCHEDULE (A).

County to-wit:

[L.S.] To , assessors of the parish of , you are commanded to assess and levy the sum of dollars in and upon the said parish of , as a County school rate, together with for assessing and for collecting, and cause the same to be collected and paid according to law.

Sealed and dated this day of A. D. ,

By the County Council.

E. F.

Secretary.

SCHEDULE (B)

Consolidated Statutes, Chapter 65—the whole.
41st Victoria, Chapter 35—all but section 13.
42nd Victoria, Chapter 6—the whole.
43rd Victoria, Chapter 13—the whole.
47th Victoria, Chapter 12—the whole.
50th Victoria, Chapter 8—the whole.
52nd Victoria, Chapter 13—all but section 13.
52nd Victoria, Chapter 21—sections 1, 4, 6 and 7.
54th Victoria, Chapter 12—sections 1, 2, and 13.
54th Victoria, Chapter 59—the whole.
56th Victoria, Chapter 18—the whole.
56th Victoria, Chapter 19—the whole.
57th Victoria, Chapter 32—the whole.
59th Victoria, Chapter 12—the whole.
59th Victoria, Chapter 14—the whole.
60th Victoria, Chapter 12—section 3.
60th Victoria, Chapter 37—section 1.
61st Victoria, Chapter 13—the whole.
61st Victoria, Chapter 53—section 4.

55 VIC., CAP. VIII.

Acts Relating to the Education of the Blind.

Sec.
1. Order for admission of Blind person having a settlement within any County or City, into the Halifax School for the Blind or any other Institution for the Blind.
2. Effect of order of admission
3. Expense of Education, how defrayed.
4. Managers of Schools to furnish Returns.
5. Duty of Superintendent of Edu
6. Assessment of incorporated C Town in certain cases
7. Order for admission in th persons not having the se referred to in Section 1
8. Cases where Provincial Secr pay for Blind person has settlement within any Coun trict

Passed 7th April,

Be it enacted by the Lieutenant-Governor, Le Council, and Assembly, as follows:

1. The parents or guardian of any blind person the ages of ten and twenty-one years, who has, provisions of Chapter 102 of the Consolidated S

New Brunswick, a settlement within any County or City of the Province, may apply to the Warden of the Municipality or the Mayor of the City for an Order for the admission of such person into the Halifax Asylum, or any other Institution for the Blind approved by the Governor in Council, and the said Warden or Mayor on being satisfied that such blind person is between the ages above prescribed and has a legal settlement in the Municipality or City, shall at once grant such Order for admission as aforesaid under his hand and the corporate seal of the Municipality or City, and forward the same to the Provincial Secretary for his approval to be endorsed thereon.

2. Such order so approved by the Provincial Secretary shall entitle the blind person named therein to be received into the Halifax School or other institution for the Blind as aforesaid, and subject to conditions hereinafter prescribed, to be educated and boarded therein during the School terms. Pupils under thirteen years of age when entering the school shall be entitled to remain seven years; those entering between the ages of thirteen and seventeen shall be entitled to remain five years; and those between the ages of seventeen and twenty-one years to remain three years.

3. For every blind person received into the Halifax Asylum or other Institution for the Blind, approved as aforesaid pursuant to this Act, and educated and boarded therein, the Board of Managers of such School or Institution for the Blind shall be entitled to receive from the Provincial Treasury, at the rate of seventy-five dollars per annum payable half-yearly, and also to receive at the same rate from the County School Fund of the Municipality to which the said blind person belongs. This section to apply to the blind persons in attendance at the Halifax Institution at the time of the passing of this Act.

4. The Board of Managers of the said Halifax School, or other Institution for the Blind approved as aforesaid, shall furnish semi-annually on the first day of January and July in each year, to the Chief Superintendent of Education of the Province of New Brunswick, full returns of the names, ages,

residences, attendance, &c., of the pupils in respect of whom the above grants may be claimed.

5. In the semi-annual apportionment of the County School Fund, the Superintendent of Education shall include the amounts due the Managers of any Institution for the Blind, and issue drafts therefore on the Treasurers of the respective Municipalities.

6. In the case of any incorporated City or Town within the Province in which any blind person, as is designated in the first Section of this Act, has a legal settlement, and which City or Town does not contribute to or draw from the County School Fund, there shall be paid by such City or Town to the Board of Managers of the said School an allowance of seventy-five dollars per annum, and such sum shall form part of the general assessment of such City or Town for each blind person sent to said Asylum, and each such blind person sent to the said Asylum shall be admitted to the said Asylum in the manner prescribed in the first Section of this Act, the chief executive officer of the Corporation exercising the powers therein conferred upon the Warden of the Municipality, and there shall be paid to the said Managers from the Provincial Treasury for each such blind person, for which such City or Town contributes such allowance, the sum of seventy-five dollars in like manner as is provided in the third Section of this Act.

7. The Parents or Guardian of any blind person between the ages of ten and twenty-one years who has not the settlement referred to in Section one of this Act, may, nevertheless, apply to the Warden of a Municipality or the Mayor of a City for an order for the admission of such person into the Halifax School or other Institution for the Blind as aforesaid, and if the Warden or Mayor of a City be satisfied that such Parents or Guardian have or has *bona fide* settled in the Municipality or City with the intention of remaining, the Warden or Mayor may grant such order in manner and form as prescribed in the first Section of this Act, which shall have the same force and effect as an order given under the provisions of the said Section.

8. In the case of any person who has been admitted to the Halifax School or other Institution for the Blind as aforesaid, or on whose behalf application for admission to such School has been made, who has no settlement within any County or District of the Province as required by Section one of this Act, the Provincial Secretary, if satisfied that such person is fairly chargeable to the Province, may pay or agree to pay to the Board of Managers of the said school the sum of one hundred and fifty dollars per annum from the Provincial Treasury.

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56 VIC., CAP. XX.

An Act in addition to and in amendment of an Act relating to the Education of the Blind.

Passed 15th April, 1893.

1. Notwithstanding anything contained in the Act of Assembly 55th Victoria, Chapter VIII., intituled *An Act relating to the Education of the Blind*, the Lieutenant Governor in Council upon being satisfied that an applicant has a settlement within the province of New Brunswick, and has no means of paying the expenses of his or her education, may, by Order in Council, make the provisions of said Act apply to any blind person over the age of twenty-one years, and such Order shall specify the Municipality in which said blind person has a settlement, and upon which he or she shall be chargeable. Such Order in Council shall entitle the blind person mentioned therein to be received at the Halifax School for the Blind, or any other Institution for the Blind, on the same terms as persons mentioned in the first and second Sections of the said Act.

2. Blind persons over the age of twenty-one years so received at the said Halifax School for the Blind or other Institution for the Blind, approved by the Lieutenant Governor in Council under the provisions of the preceding Section, shall (subject to the approval of the Lieutenant Governor in Council) be entitled to remain three years.

3. The Lieutenant Governor in Council shall have authority by Order in Council, upon the recommendation of the Board of Managers of the Halifax School for the Blind, or any other Institution for the Blind approved by the Lieutenant Governor in Council, to extend the time of any pupil who has entered under the provisions of the Act intituled *An Act relating to the Education of the Blind*, or of this Act in amendment thereof.

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59 VIC., CAP. XIII.

An Act to amend an Act relating to the Education of the Blind.

Passed 20th March, 1896.

1. Section 1 of the Act of Assembly 55th Victoria, Chapter 8 is hereby amended by erasing the word "ten" in the second line thereof and inserting the word "six" in lieu thereof.

2. Pupils entering the School between the ages of six and ten years, shall be entitled to remain seven years in addition to the time in attendance under ten years of age.

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55 VIC., CAP. IX.

Acts relating to the Education of Deaf and Deaf M Persons.

Sec.
1. Provisions for admissions.
2. Admission to be subject to regulations of Institution. Terms of admission.
3. Expense of Education, how defrayed.
4. Directors to furnish semi-ann turns.
5. Duty of Superintendent of Ed
6. Assessment of incorporated Town in certain cases.

Passed 7th April, 189

Be it enacted by the Lieutenant Governor, Leg Council and Assembly as follows:—

1. The parent or guardian of any deaf or de person of unsound mind, between the ages of ei eighteen years, who has under the provisions of Cha

of the Consolidated Statutes of New Brunswick, 'Settlement of the Poor,' a settlement within any County or City of the Province, may apply to the Warden of the Municipality or the Mayor of the City for an Order for the admission of such person into the Deaf and Dumb Institution at Fredericton, and the said Warden or Mayor, on being satisfied that such deaf or deaf mute person is between the ages above prescribed, and has a legal settlement in the Municipality or City, shall at once grant such Order for admission as aforesaid, under his hand and the Corporate Seal of the Municipality or City and forward the same to the Provincial Secretary for his approval to be endorsed thereon.

2. Such order so approved by the Provincial Secretary, shall entitle the deaf or deaf mute person named therein to be received into the Deaf and Dumb Institution at Fredericton, subject to the Rules and Regulations of the Institution, and to the conditions hereinafter prescribed, to be educated and boarded therein during the School terms. Pupils under twelve shall be entitled to remain eight years, those entering between the ages of twelve and fifteen shall be entitled to remain six years, and those between fifteen and eighteen, fours years ; provided always, that in case of hopeless incapacity, gross misconduct, or other sufficient cause on the part of any pupil, the allotted term may be shortened at the discretion of the Trustees or Board of Managers of the said Institution.

3. The Trustees or Board of Managers of the Deaf and Dumb Institution in Fredericton shall be entitled to receive from the County School Fund of the County to which any deaf or deaf mute person received into the said Institution, and educated and boarded therein, belongs, at the rate of sixty dollars per year, payable half-yearly. This Section to be applicable to children at the Institution at the time of the passing of this Act.

4. It shall be the duty of the Board of Directors of the Deaf and Dumb Institution in Fredericton, to furnish semi-annually on the first day of January and July in each year, to the Chief Superintendent of Education of the Province, full

returns of the names, ages, residence, attendance, &c., of the pupils, in respect of whom the above grants may be claimed.

5. In the semi-annual apportionment of the County School Fund, the Chief Superintendent of Education shall include the amounts due the Board of Directors of the Deaf and Dumb Institution in Fredericton, and issue drafts therefor in favor of the said Directors on the County Treasurers of the respective counties.

6. In the case of any incorporated City or Town within the Province, in which any such deaf or deaf mute person as is designated in the first Section of this Act has a legal settlement, and which said City or Town does not contribute to or draw from the County School Fund, an allowance to the Board of Directors of the said Institution of sixty dollars per annum in respect of each and every deaf or deaf mute person sent to the said Institution from the said City or Town, shall be levied and assessed in the ordinary manner upon the inhabitants of the said City or Town, and shall be paid over to the Board of Directors of the said Institution, and each such deaf or deaf mute person shall be admitted to the said Institution on the order of the Mayor or chief executive officer of the said City or Town, in the manner prescribed by the first Section of this Act.

CAP. XVII.

An Act to amend 55 Victoria, Chapter IX, intituled "An Act relating to the education of Deaf and Deaf Mute Persons."

Sec.
1. Sec. 1 of 55 Vic., Cap. IX., amended.
2. Sec. 2 of the said Act, amended.
3. When term of pupil's residence may be extended.
4. Persons over twenty-one to be received into the institution in certain cases.

Passed 31st March 1900.

Be it enacted by the Lieutentant Governor and Legislative Assembly as follows:

1. Section 1 of the said Act 55 Victoria, Chapter IX., intituled "An Act relating to the Education of Deaf and

Deaf Mute Persons," is hereby amended by striking out in the second line of the said Section, the words "eight and eighteen," and inserting in lieu thereof, the words "six and twenty."

2. Section 2 of the said Act is hereby amended by striking out the first "and" in the eighth line of the said Section, and by inserting after the word "years" in the ninth line thereof, the words following: "And those between eighteen and twenty-three years."

3. The Managing Committee shall be at liberty if it shall see fit, upon being convinced that any pupil who has entered the institution under the provisions of the said Act 55 Victoria, Chapter IX., or any amendment thereof, is deserving of such privilege to extend the term of such pupil's residence at the institution for such period in no case to exceed two years, as to the Managing Committee shall seem right.

4. The Managing Committee may order that any deaf or deaf-mute person over the age of twenty years shall be received at the institution and boarded thereat for such term not in any case to exceed three years, as the Managing Committee shall think proper; provided that in every case before making any such order, the said Committee shall be satisfied of the good and trustworthy character and habits of such person, and that he is desirous of having such privilege extended to him.

Board of Education would call the special attention of School officers to the necessity of a careful compliance with the explicit provisions of the Law respecting the classification of the pupils into regular grades. The following are some of the advantages secured by the grading of the Schools, prescribed by the Law: –

(1) *It saves Time and Labor.*—In Miscellaneous Schools the attainments of the pupils are varied and the number of the classes must be large. In each branch of study several classes are required, to instruct which requires far more time and labor than if the attainments of the pupils were such as to permit the Teacher to combine all the classes in a given branch into one, or at most, two classes. Graded Schools diminish the number of separate classes, and thus save time and labor.

(2) *It diminishes the Cost of Teaching.*—If graded Schools lessen the number of classes, they likewise lessen the number of Teachers required to conduct them, and in this way diminish the cost of Teaching.

(3) *It renders Teaching more Effective.*—Both pupils and Teachers take less interest in small classes than in those which are of good size Every one conversant with Schools is aware that a class of ten or fifteen pupils will make greater progress than one composed of two or three. The pupils being of about the same attainments each feels the influence of his fellows, and thus all are stimulated to high efforts and honorable emulation.

By grading it becomes possible for the Trustees to give the Schools the advantage of the special talents or tastes of Teachers, especially in secondary Schools. But few persons can teach ten or a dozen branches equally well. Yet this number is often required in miscellaneous or ungraded Schools. Well managed graded schools will be conducted by Teachers chosen for their special fitness for the departments of which they have charge.

(4) *It promotes Good Order.*—From the very nature of their organization, graded schools admit better system and discipline than is possible in miscellaneous Schools. When large and small pupils are taught in the same apartment, many sources of disorder arise which their separation would remove. The easiest school to govern, other things being equal, is one composed of pupils of nearly the same attainments and years,

(5) *It prompts the Ambition of Pupils*—The pupil knows that there are higher departments of the School; he sees his companions transferred to them, and he naturally gives himself to diligent study to hasten his own promotion. If judiciously managed, the constant spur of such a motive may be made a powerful element of success in school work.

(6) *It renders it possible to give considerable Instruction in the Higher Branches of Learning.*—There is but one opinion among those who are competent to judge, as to the value of what are called the higher branches of education; and that is, that no one is able to appreciate the true worth of knowledge who neglects the study of them. To develop the talents of our people, and to place the children alike of the poor and the rich on the road to liberal learning, the course of study must be sufficiently extensive to embrace at least the elements of several of the higher branches. But this cannot be done in a satisfactory degree, in a miscellaneous School, without neglecting those branches of study which must always hold the first place in the Schools. To do justice to reading, writing, arithmetic, geography, history, composition, and English grammar, is well-nigh the utmost limit of the Teacher's ability. The law, therefore, most wisely requires the grading of the Schools in all populous places, otherwise the education of the vast majority of our people would of necessity stop at this point.

(7).— *It brings the means of an Advanced Education within the reach of the Homes of a large number of Children.*—It has been shown that by the grading of Schools the elements of an advanced education can be taught with a good degree of success; and this, in very many cases, removes the necessity of children leaving home to obtain an education. The dangers of School-life generally increase in proportion to the distance the child is removed from the family. A system adopted to secure a good education, and

Trustees (which may be presented by one of the Trustees, or by the Secretary to the Trustees) as to the educational condition of the District, the receipt and expenditure of all School moneys, and the requirements and needs of the Districts for the ensuing year, sec. 83 (1.)

4. To receive (after the first annual meeting) the Auditor's Report upon the Trustees' Accounts, sec. 84.

5. To create by lot, at the *second* and *third* annual meetings, a vacancy in the Board of Trustees, secs. 59, 61.

6. To elect, from among the qualified voters, *three* Trustees at the first meeting, sec. 58; and at subsequent meetings *one* to fill the regular vacancy occurring in the Board, sec. 60. Teachers not to be Trustees, sec 69. Each Trustee to hold office three years; exception, sec 61.

7. Declaration of office by the newly elected Trustee or Trustees (secs. 64, 65.)

8. To elect an Auditor of the School Accounts for the ensuing year, secs. 45, 53.

9. The district Assessment List to be available to the School meeting for reference sec. 83 (1.)

10. To determine what amount shall be raised by the District during the ensuing year for any or all the objects authorized by the Law, as specified in secs. 23. 53; and if any sum is included for the purchase or improvement of grounds, or for the purchase or erection of School buildings, or the purchase of furniture, to authorize the Trustees to borrow the money (if so desired), and to fix the period (not to exceed seven years) within which the amount borrowed shall be collected from the District in equal yearly instalments, (or a longer period upon order of the Board of Education, secs. 12, 72 (3.)

11. To authorize the Trustees to dispose of any School property owned by the District, if so desired, sec. 72 (1), (7), (8.)

12. To make provision for establishing Superior Schools, sec. 89, Grammar Schools, sec. 90 (1). The Secretary's minutes must be read before the close of the meeting, be signed by the Chairman and Secretary, and transmitted to the Board of Trustees within ten days, sec. 50.

In case a District fails to exercise its rights of electing Trustees (sec 66), or in case any Trustee neglects or refuses to act (secs 66, 68), the Inspector is to appoint Trustees or a Trustee, on the requisition of seven ratepayers, or by direction of the Board of Education, or the Chief Superintendent, sec. 68.

Penalty for a Trustee refusing to act, sec. 63.

The Minutes of the School Meeting are to be permanently preserved by the Board of Trustees, but an accurate *copy* of them is to be forwarded by their Secretary to the Inspector of Schools, immediately after the meeting.

Of the Salaries of Teachers.

REFERENCES TO THE ACT.—The funds for Teachers' Salaries to be provided from *Three Sources* sec. 12, viz.

1. *From the Provincial Treasury*, (sec 13) at the following rates for the School Year:—

(1) According to the Class of License held by the Teacher:

First Class Male Teachers	**$135.**
Second Class Male Teachers,	**108.**
Third Class Male Teachers,	**81.**
First Class Female Teachers	**100.**
Second Class Female Teachers,	**81.**
Third Class Female Teachers,	**63.**

Class-room Assistants regularly employed *four hours a day* to receive one-half of the above amounts according to the Class of License

Teachers and Class-room Assistants (as above) employed in Districts which are entitled to special aid as poor Districts, to receive for the following School year, at a rate exceeding the grants above named, sec 44.

The Provincial Grant according to Class of License to be paid TO THE TEACHERS and Assistants semi-annually and ratably according to the number of legally authorized teaching days the School shall have been satisfactorily taught, sec 13.

2. *From the School Fund provided by County Assessment*, to be apportioned TO THE BOARD OF TRUSTEES of the School Districts within each County, as follows

(1) At the rate of $30 for the School year, in consideration of each licensed Teacher employed, *of whatever class*.

(2) The balance by an equal rate per pupil, according to the average number of pupils in attendance at School and the number of teaching days the School has been opened.

The Boards of Trustees of Districts recognized by the Chief Superintendent as poor Districts in any year to receive, in each of the above apportionments, special aid at a rate *exceeding* that to the Boards of other Districts within the County

One-half of the County Fund to be apportioned and paid semi-annually

3. *From the School District* - Any sum required by any District in supplement of the above in aid of salaries, to be determined by the District School meeting or by the Trustees, and to be raised by District Assessment

Board of Trustees to employ Teachers (and assistants), to be responsible for their salaries according to the terms of the written contract made with them under authority of Law, and to suspend or dismiss any teacher for gross neglect of duty, or immorality, and notify the Chief Superintendent of any such action, sec. 73. (3.)

The Board of Education empowered to make regulations under which moneys may be drawn and expended, sec 5 (7.)

REMARK 1 —The exact amount that will be received by the Board of Trustees from the County fund cannot be known at the time of the School meeting. The meeting should, therefore, be careful in voting its estimates to authorize a sum amply sufficient to enable the Board of Trustees to meet the liabilities of the year. Any balance remaining in the hands of the Trustees is of course, to be carried to the credit of the next year, while any deficit arising from over-expenditure may be carried forward and provided for in the estimates of the following year.

REMARK 2.—The providing of a liberal salary for the teacher will be found the best economy. If Districts provide a fair remuneration for the efficient and worthy Teacher there will be no reason to complain of lack of men and women of high qualifications in the teaching profession.

The Act provides a sum equal to one-half the amount of Teachers allowances from the Provincial Treasury to licensed class-room assistants, where the enrolment of pupils is 50 and upwards. The Board of Trustees will not receive any sum from the County Fund in consideration of an assistant, but they will receive from this Fund an equal sum per pupil on the average attendance of *the entire School*, when a licensed Class-room Assistant is employed.

Regulation 2. *Form of Teacher's* Agreement :* Each Teacher and licensed assistant, before entering on duty in any District, shall make a written agreement with the Board

*See affidavit of Teacher, Sec 88 of this Manual.

of Trustees (each party retaining a duly executed copy of the same), in accordance with the following form :

First.—CONTRACT made this day of A. D. 19—between (*name of Teacher or Assistant*) holding a valid license of the class, granted under the authority of the Board of Education of New Brunswick, hereinafter referred to as the Teacher, of the one part; and "The Trustees of School District Number in the Parish (*or* Parishes) of in the County (*or* Counties) of " (*or* "The Board of School Trustees of Saint John, *or* Fredericton, etc., *as the case may be*) hereinafter referred to as the School Corporation, of the other part.

Second.—The Teacher, in consideration, of the below-mentioned Agreement by the School Corporation, hereby agrees with the School Corporation diligently and faithfully to teach a School in the said District during the School Year (*or* Term) ending on the thirtieth day of June (or the thirty-first day of December, *as the case may be*) A. D. 19—, (or as much thereof as is herein specified).

Third.—And the School Corporation agrees with the Teacher, licensed as aforesaid, to pay the teacher, (*exclusive of the Provincial Grants*) at the rate of dollars for the School Year; such payment to be made as follows: (*here state the conditions of payment agreed on.*)

Fourth.—And it is mutually agreed that for a Term, or for any *part of a School Year*, the Teacher is to receive such a proportion of the yearly salary stated in the Contract, as the number of days actually taught bears to the whole number of teaching days in the School Year; provided, however, that the Trustees, in their discretion may allow payment for any teaching day lost by the illness of the teacher, or for any other cause which to the Trustees may seem sufficient.

Fifth.—And it is mutually agreed that this Contract shall continue in force after the date specified in the foregoing section, second, unless notice in writing of an intention to terminate the same shall be given by either of the parties hereto at least one month before said date; and, failing such notice, it shall continue in force from School Year to School Year,* and shall be terminated only at the end of any School Year by notice in writing given by either party hereto to the other not later than the thirty-first day of May.

Sixth.—And it is mutually agreed that both parties to this Contract shall be in all respects subject to the provisions of the Schools Act 1900,

*The School Year ends June 30.

of the County fund to the various Boards of Trustees, the Chief Superintendent is not to recognize any attendance in a department or School in excess of an average of *fifty* pupils daily present for the time the department or School has been open during the Term, unless in the case of cities, towns, villages, and populous rural districts, it shall appear that the whole number of pupils registered in the department did not exceed fifty-six; and in the case of rural districts generally, that the requirements respecting the number of sittings in the School-room, and the employment of class-room assistants, have been duly regarded.

Of School Buildings and Furniture.

REFERENCES TO THE ACT.—Extent and character of accommodation to be provided, secs. 56, 73 (1), 105 (6.)

The Board of Education empowered to prescribe plans for the construction and furnishing of School houses and arrangement of school premises, sec. 5 (5).

School buildings and furniture to be provided by District assessment. sec. 12, by purchase, lease. the alteration or repair of existing accommodations, if not already sufficient, or by the erection of new buildings, or the purchase of new furniture, secs. 23, 73.

Money may be borrowed by the District for the *purchase* or *erection* of School buildings, and for the purchase of School furniture, secs. 12, 72 (3); and by cities and certain incorporated towns, for the purchase or erection of School buildings, and *when authorized by the Council*, for the permanent improvement of buildings and premises, and the purchase of furniture, sec. 105 (7).

Existing School houses *owned in shares* may be sold by a vote of the majority in interest of the owners, sec. 100.

The Trustees are to erect and furnish School houses by contract; to have a corporate interest only in any such contract; to exercise all their corporate powers for the fulfilment of all agreements made by them; to hold School buildings in trust for the District, and to keep them in good order and repair [as authorized by the School meeting]; to sell or dispose of the same [when authorized by the District]; and to keep the School buildings and furniture insured [when authorized by the School meeting] secs. 72, 105.

Regulation 5.—*Capacity of School-room*: At least 200 cubic feet of air are to be allowed for each sitting provided.

REMARK 1.—The height of the smallest School-room should be twelve feet, and this should be increased even up to sixteen feet in the larger houses. **Two hundred and fifty cubic feet of air for each sitting** is better than two hundred.

REMARK 2.—In building new houses, sittings should generally be provided for about one-quarter of the entire population of the District.

Regulation 6.—*Wardrobes*: A hall or room separate from the School-room, for depositing hats, cloaks, etc , and

A space of four to five feet, extending across the room, should be left between the Teacher's platform and the pupils' desks. From one and a half to two and a half feet should be allowed for aisles between the rows of desks, and, if possible, the aisles next to the walls of the room should be three feet. When single desks are used, eighteen inches to two feet between the rows will be sufficient. The size of the pupils for which any room is intended must determine the width of the aisles between the desks.

REMARK 4.—There should not be any windows in rear of the Teacher's platform. The principal windows should be in the wall at the left of the pupils when they are seated at their desks. The area of glass in a School-room should be abont one fifth the area of the floor space If the left side wall is not large enough to give window spaces equal to one fifth of the floor space, then windows should be placed in the rear wall, or in the wall to the right. The bottom of the windows should be on a level with the eyes of the majority of the children seated at their desks; the top of the windows should be near the ceiling. All window sashes should be supplied with pulleys, friction rollers and weights, so that they may be easily raised and lowered. All windows should be provided with opaque adjustable shades. As much unbroken wall space as possible, consistent with proper lighting, should be left for black-boards, maps &c. With this end in view the windows may be placed in groups. The desks should always be so placed that the pupils may face the entrance of the room.

Regulation 8.—*Ventilation:* It is required that every School-room have ample provision for the admission and circulation of pure air, and the escape of impure air. The arrangements for ventilation should be such as to secure a complete change of atmosphere at least every half hour.

REMARK 1.—Without proper ventilation the School-room must be an unhealthy place, and one pervaded by bad odors. Nothing but a continuous supply of pure air can prevent restlessness and nervous irritability on the part of both Teachers and pupils; headaches, bronchitis, and weak lungs; a sluggish vital action, depriving pupils and Teachers of half their mental activity; and weariness and exhaustion of all the members of the School during the latter part of each day. In a matter of such vital importance it is better, when practicable, to obtain the services of an experienced architect to provide a plan for a system of heating and ventilation adapted to the size and location of the building, and to the special conditions to be met.

In School-houses not having an efficient method of ventilation the air in the School-room must be thoroughly changed at each recess by opening the windows and doors: During School time, while the pupils are seated,

owners, of any room or building rented for School purposes and the Board of Trustees of the District. Such rooms or buildings, as the case may be, shall be under the supervision and control of the Trustees for School purposes during School hours and at such other times as the necessities of the School may require. Any School-house or School-houses owned by the District shall be first occupied to its or their full seating capacity before additional accommodation shall be leased, unless the Chief Superintendent or the Board of Education, in consideration of special circumstances in any case, shall otherwise order.

Of School Grounds.

REFERENCES TO THE ACT.—Board of Education empowered to prescribe the arrangement and order of School premises, sec. 6 (4); Grounds to be provided by District Assessment, sec. 12; by purchase and by lease, secs. 23, 72.

Money may be borrowed by the District for the *purchase or improvement* of School grounds, secs. 12, 72 (3.)

Grounds to be selected by the Trustees [and sanctioned by the Inspector], and may be taken in certain cases without the consent of the owner. Grounds to be held in trust for School purposes by the Trustee-Corporation, who may sell, or dispose of the same, when authorized by the School meeting, secs. 72, 105.

Regulation 11.—*Location:* The School-house should be located at a distance from all sources of malaria, such as swamps, stagnant water, and the noxious gases generated by some manufactories. It should also be situated away from the dust of the street, and the noise of the mill, the workshop or the railway station. A dry, airy position (with a gentle slope and a southern exposure, if possible), commanding as attractive a prospect as natural facilities will permit, will be found best adapted for School purposes. It is indispensable that the ground be thoroughly dry, and if not so naturally, that it be well drained. A perennial supply of pure water is also indispensable. For the moral health of the pupils the School-house should never be placed in view of even occasional scenes of brutality or debauchery. In choosing School sites, Trustees and Inspectors* are to secure those of readiest accessibility to the majority of people to be accommodated, subject to such modifications, as a due regard, in any District, to the foregoing considerations may require.

*The sanction of the site by the Inspector should be in writing, and the Trustees should preserve the paper among the public documents of the School District.

Regulation 12.—*Size of Lot.* In the country, School grounds should be an acre in extent, but not less than half an acre; in villages not less than a quarter of an acre; and in towns not less than one-eighth of an acre. Separate play-grounds are required for girls and boys.

REMARK 1. Ample grounds should be provided wherever possible. Exercise is as essential to the health of children as air is to their life, and every School should have suitable grounds for games and amusements. The relaxation and stimulus arising from physical exercise in the fresh air, at certain intervals during the day, are productive of a very salutary influence upon the intellectual vigor of the pupils in their school work. Higher benefits are also secured by good play grounds. They furnish an arena for the display of the real tempers, dispositions, habits and manners of the pupils. The Teacher while superintending the pupils in the play-ground, will often obtain knowledge which, in his subsequent instruction, he can turn to the best account, both in the encouraging of what is right and in the dissuading from what is wrong; in a word, in the moulding of moral character.

REMARK 2. In a lot of one acre, ten rods front and sixteen deep is a convenient form. Any other form might be adopted, and the nature of the ground will often render some other preferable. Whatever may be the width or length, the School-house should be placed in the centre of the front, and not less than fifteen or twenty feet from the highway. A high closed board fence, extending from the rear of the School-house to the rear of the lot, will make a suitable division of the play-grounds.

Regulation 13. *Walks:* In order to the health and comfort of the pupils in wet weather, and to the cleanliness of the School-room, a suitable plank or gravel walk should extend from the highway to the front door of the School-house. Similar walks are also required from the School-house to the outhouses.

Regulation 14. *Improvement of Grounds:* Rough or wet grounds are to be rendered as smooth and dry as the nature of the soil will permit. In effecting any such improvements, Trustees and Teachers are earnestly solicited to use every care to preserve the ornamental features of the grounds, wherever the same may not interfere with the requirements of the play-grounds.

REMARK.—Oftentimes, without incurring any expense, and generally by a comparatively trifling expenditure, the School grounds may be so

arranged as to be attractive to the pupils, affording them constant pleasure during their School days, and cultivating in them a taste for the beautiful in nature. For the purposes of ornament, trees are at once the most beautiful and the most enduring.

In a hilly or very broken region, the tall spiry-topped trees, like the pine, fir, spruce, as well as the cedar and hemlock, would harmonize with the general features of the landscape. The round-topped and symmetrical trees, like the oak and maple, are better adapted to the quiet scenery of a level region.

While a variety is always desirable, yet the different kinds chosen for a given spot or group should be somewhat similar in shape. A group of oak, maple and basswood, for example, would be harmonious, while one composed of Lombardy poplar, weeping willow, and fir would be incongruous.

Single trees should be such as have a graceful and beautiful outline and convey to the mind the feeling of completeness. The drooping elm as a single tree, is unsurpassed for grace and beauty, when sufficient space is left for expansion. It is specially adapted to a level or moderately hilly region. The maple, basswood, and yellow birch are admirable either as single trees or as members of a group.

Groups may consist of several kinds of trees that are harmonious in character, planted so closely together that at a little distance they have the appearance of a single object. They should always be composed of one principal tree, larger and taller than the rest, with the others grouped around it as subordinates. The oak is one of the noblest trees as the central object of a group.

The single trees and groups should be so disposed about the School premises as not to interfere with the play-grounds, and at the same time to produce as great a variety as possible in the appearance of the landscape. If the situation is a fine one, openings should be left to afford views of distant objects, such as a lake, river, mountain, or the sea; all of which objects will appear more beautiful seen through a vista, bounded by the shifting foliage of the trees.

Shrubs should be planted in curved lines, in such a manner as to completely screen the approach to the outhouses, and to cover up such portions of the buildings as should not be exposed to public gaze.

Wherever the site of the School-house is in an exposed position the grounds should be protected by a thick-set row of white spruce.

Regulation 15.—*Fence*: The School lot should be enclosed by a close picket, board, post-and-rail, or woven wire fence, substantially built.

REMARK.--Pupils should not be permitted to roam at will during recess, or to play on the public highway. The school grounds, moreover, cannot be kept in order unless they are properly enclosed. The gates should be so arranged as to prevent the entrance at any time of roadside cattle.

Of Apparatus and Text-Books.

REFERENCES TO THE ACT. The Board of Education empowered to prescribe Appa-atus and Text-Books, sec. 5, (5).

Prescribed Maps and Apparatus for the School-house to be provided by District Assessment, and the prescribed Text-Books for the children of poor parents to be procured by the Trustees as authorized by the School meeting, secs. 73, 105.

If, after notice any parent, master or guardian refuse or neglect to furnish any child with the prescribed books required in his classes, the Trustees are to supply the books to the pupil, and the parent, master, or guardian (the same not being indigent) to be liable for the cost, secs. 73, 105.

Regulation 16. *Apparatus:* It is required that the Board of Trustees of each School District provide such apparatus as shall be found necessary for the efficient teaching of any branch of study pursued in the School.

PRESCRIBED APPARATUS.

Reading: Set of Wall Cards for class use, to introduce the prescribed Primer. Lesson Sheets for Second Primer.

Reference Books for the School-room: A large English Dictionary, a Biographical Dictionary, a Gazetteer, (Webster's Unabridged or the Standard Dictionary are recommended, but cheaper dictionaries will serve the purpose in Districts not able to purchase the more expensive books.)

Industrial Drawing: A set of Drawing Models.

Geography: Map of the Maritime Provinces (Mackinlay's recommended); Map of the Dominion; Map of the World, or Parkin's Map of the British Empire; Ruddiman Johnson's Map of Geographical Terms, for Primary School; Maps of the Great Divisions of the Earth as needed; Johnson's Maps of Ancient Geography for High School only. A Terrestrial Globe.

Natural History: Simple apparatus and material for prescribed course of Nature Lessons, as directed by the Inspector.

General Apparatus: Cover for the prescribed Register, a small clock, thermometer, hand-bell, chalk crayons, black-board rubbers and pointers. Black-boards should extend around the walls of the School-room. Slate black-boards are the best.

NOTE. The Board of Education does not deem it expedient to prescribe maps, charts of particular authorship for use in the schools. Trustees should exercise discretion in selecting the latest and best. The expenditure upon special apparatus be regulated in accordance with the financial resources of the District. Trustees advised to consult the Inspectors in regard to all such matters.

REMARK 1. Hooks should be fastened to strips upon the wall which maps and charts may be suspended. A closet or large should be provided for preserving the apparatus when not in use.

REMARK 2. Some Teachers have little or no idea of the use apparatus for the purpose of establishing facts and illustrating pr

Others have a mistaken notion that a large amount of costly apparatus is necessary to the success of the School. No money should be wasted in the purchase of useless articles, but the things essential should always be furnished. The ingenious Teacher will usually explain and illustrate his lessons by the aid of such common things as can be readily obtained. Expensive apparatus for illustrating principles of natural philosophy is beyond the reach of most country Districts; but almost every necessary experiment can be performed with articles procurable in the neighborhood, if the Teacher has zeal and a little ingenuity. Pupils should be encouraged, also, to make experiments themselves with apparatus of their own devising.

The Teacher should add to the "general apparatus," by diligent effort, a collection or cabinet of curiosities and common things. It will form an unfailing source from which important lessons may be drawn. Such a collection should contain specimens of the different metals, such as iron, lead, copper, tin and zinc; of the principal minerals which enter into the composition of the rocks, such as quartz, mica, hornblende, limestone, and gypsum; of the most common chemical products, such as salt, saltpetre, copperas, alum, and soda; of all the minerals in the neighborhood, such as pebbles, fragments of the rocks, clay, sand and especially such rocks as contain fossils; of the vegetable world, consisting of the leaves and flowers of all the plants and trees of the vicinity; the different kinds of wood, both with and without the bark; the different grains, like corn, wheat, rye, buckwheat, oats, barley and rice; other articles of food, like sago, tapioca, Irish moss, capers, etc., and the different articles for household use, like flax, hemp, cotton, gums, spices and fruits; of the products of the sea, such as shells, sponges, coral, whalebone, etc.; of the most common animal products, such as wool, hair, wax, ivory, horn, bone, and of manufactured articles, as linen, woollen, cotton, and silk fabrics, leather, paper, parchment, bits of crockery, porcelain, and glass work, and indeed specimens of everything used in the domestic arts.

Regulation 17.—*Text-books.* In a system of non-sectarian public Schools it is necessary that both the subject and matter of instruction be such that all denominations of Christians in the Province can participate in common in the same. It is generally conceded, also, that the very great educational advantages secured by a uniformity of good text-books (especially in rendering practicable an efficient classification of the pupils, by which their progress is greatly promoted), far outweigh any possible disadvantages that may occasionally accrue to individual parents, pupils or teachers; and where Schools are liable, as in New Brunswick,

(3) The Teacher may not require or permit any pupil to procure or use as a School text any book not included in the List of text-books prescribed for the use of pupils; but he may at any time request pupils to consult, by way of reference, any text-book prescribed for the use of Teachers, or any book permitted in the School Library by the provisions of Regulation 34.

(4) The Teacher is not prohibited from illustrating and amplifying from any source, the subject-matter of any prescribed text-book, or the subject of any oral lesson, provided always that in any instruction or exercises to this end, he intelligently and conscientiously avoids any infringement of the provisions of Section 119 of the Act.

(5) Excepting the pupils exercises arising out of the method of instruction pursued in the several subjects, and original exercises of pupils in composition, the Teacher is prohibited from requiring any pupil to read, sing, learn or recite portions of prose or verse not contained in the text-books prescribed, but he may permit or request the occasional reading, singing, learning or recitation by pupils of other portions of prose or verse, provided always that before giving such permission or making such request, he carefully ascertains that any such portion of prose or verse is not objectionable in form or immoral or disloyal in sentiment, and that its use in connection with School exercises is not forbidden by the provisions of Section 119 of the Act.

(6) The Teacher is personally responsible for the faithful execution of the requirements of the provisions of the foregoing clauses (3), (4) and (5), and for the manner in which he exercises his discretion thereunder.

(7) For use in advanced classes the Board of Education has prescribed certain portions of English, Latin and Greek classical authors, and designated cheap texts of acknowledged excellence for the use of pupils. Should any pupil, however, already possess another edition of the prescribed portions of these authors, such edition may, on the approval of the Teacher, and with the view of avoiding unneccesary expense to the parent, be substituted for the particular edition designated by the Board of Education.

(8) In any School in which it may be practicable to further the study of the English Classics, the Board of Education will, from time to time, carefully consider the application of the Teacher, or of the Board of School Trustees, in the case of Cities and Incorporated Towns, asking authority to introduce other portions of English classical authors, provided (*a*) that the Readers and other English literary texts already prescribed for the use of pupils have been carefully studied by the class; (*b*) that adequate reasons are given for the use of an additional text; (*c*) that not more than one such supplementary text be introduced into any class or grade in any Term; and (*d*) that a copy of the proposed text be transmitted by the Teacher, or Board of School Trustees (as the case may be) with the application. An equal discretion in respect of texts,

and subject to the same conditions in its exercise, is allowed in *advanced* classes in the Latin and Greek languages. It is to be distinctly understood that the study of extra portions of English, Latin and Greek classical authors is not to be prosecuted in any School to the neglect or detriment of other School studies of equal or greater advantage to the pupils. Any application in the above behalf is to be made through the Chief Superintendent at least one month before the beginning of a School Term, and no proposed text shall be introduced into any School until the written authority therefor of the Board of Education, under the hand of the Chief Superintendent, has been received by the teacher, or the Board of School Trustees (as the case may be); and any text so authorized shall thereafter be regarded as a prescribed text, during the pleasure of the Board of Education, for use only in the specified class or grade of the School or department for which it was authorized, and shall only be used as a supplementary to the regular texts.

1.—List of Text-Books Prescribed for Pupils.

COMMON SCHOOL GRADES.

English Reading Books:

The New Brunswick Readers, viz.: First Primer, Second Primer, Readers Nos. I, II, III, and IV. Health Readers Nos. I and II.

French—English Reading Books for Acadian Schools:

Primer, First, Second and Third Readers (N. B. series.)

Supplementary Reading:

Boards of Trustees in consultation with the teachers may, in their discretion, allow the use of supplementary reading books in the several grades. The following are recommended (not prescribed) from which to select:

Nelson's Supplementary Readers, Thomas Nelson & Sons.

MacMillan's Recitation Cards and Books. Graded. History Readers. MacMillan & Co.

Arnold's Continuous Story Readers. Graded. Edward Arnold.

Classics for Canadian children. Graded. A. & W. MacKinley.

Supplementary Readings in Canadian History. *Educational Review.*

Spelling Book:

The Practical Speller, or Manning's Classified Speller. (F Acadian Schools.) Exercises Orthographiques.

English Grammar and Composition:

Meiklejohn's Short Grammar of the English Tongue. (For Acad Schools): Grammaire Francaise Elementaire.

Geography:

The New Canadian Geography.

History :

(Book to be prescribed hereafter.)

Arithmetic :

Common School Arithmetic, Parts I, II and III, by Kennedy and O'Hearn. (The three parts may be had in one volume.)

Algebra :

Todhunter and Loney's Algebra for beginners.

Nature Lessons :

Brittain's outlines of Nature Lessons. (To be used as an Exercise Book.)

Drawing :

Public School Drawing Course, Nos. I-VI.

Writing:

McMillan's New Brunswick Writing Books, No. I-VIII.

McMillan's New Brunswick Vertical Writing Books, Nos. I-VIII.

Music:

(Books To be prescribed.)

Book-Keeping:

MacLean's Book-Keeping. (Small edition.)

HIGH SCHOOL GRADES.

English:

New Brunswick Reader No. 5.

Meiklejohn's English language.

Longfellow's Evangeline, Scott's Lady of the Lake and other selections from English Literature announced from year to year.

History and Geography:

Clement's History of Canada.

Swinton's Outlines of General History.

The New Canadian Geography.

Book-Keeping:

MacLean's Book-Keeping. (Small edition.) For Advanced Classes: MacLean's High School Book-Keeping.

Mathematics:

Arithmetic, Hamblin Smith's, or Academic Arithmetic, Kennedy & O'Hearn.

Algebra, Todhunter & Loney.

Geometry, Hamblin Smith.

Trigonometry, Wentworth's.

Mensuration, F. H. Stevens' Mensuration for Beginners.

Natural Science, &c:

Botany, Spotton's (N. B. Edition.)

Introduction to Chemical Science, R. P. Williams, or Inorganic Chemistry, for Beginners, Roscoe and Lunt.

ntroduction to Physical Science, A. P. Gage.
Elements of Geology, Geikie.
Physiology & Hygiene—Our Bodies and How We Live—Blaisdell.
James' Agriculture.

nch:
MacMillan's Progressive French Course, 1st year.
MacMillan's Progressive French Course, 2nd year.
MacMillan's Progressive French Reader, 1st year.
MacMillan's Progressive French Reader. 2nd year.
Duval's Elementary French Grammar.
Racine's Esther.
French-English Dictionary, Cassell's,

Latin:
Primary Latin Book, Robertson & Carruthers.
Latin Authors, Caesar, Virgil, Horace, Cicero, &c.
(Bell's Illustrated Classics, MacMillan's Elementary Classics or Morang's Latin and Greek Classics recommended.)
Latin-English Dictionary.

Greek:
White's First Greek Book.
Greek Authors, Xenophon's Anabasis, Homer's Iliad, Euripides Alcestis, &c.
(Bell's Illustrated Classics and MacMillan's Elementary Classics recommended.)
Greek-English Dictionary.

II.—LIST OF CERTAIN TEXT-BOOKS RECOMMENDED FOR TEACHERS

Health:
Blaikie's Sound Bodies for our Boys and Girls.
Dr. Edward Smith's Manual of Health (Popular Science Libr and Dr. B. W. Richardson's Temperance Lesson Book.
Domestic Economy, by M. Alice Clark.

Education:
Currie's Common School Education.
Fitch's Lectures on Teaching.
Browning's Educational Theories.
Compayre's History of Pedagogy, by W. H. Payne.
Science and Art of Teaching, by Joseph Payne.
For Grammar School Teachers: Scribner's Great Educ
Dexter and Garlick's Psychology in the School Room.

Reading and Physical Exercises:
Munroe's Manual of Physical and Vocal Training.

Composition:
Sykes' Elementary English Composition.

Singing:

A Hand book for the teaching of Vocal Music, Eleanor Smith. Scott, Foresman & Co., Chicago.

Industrial Drawing:

Prang's Manuals of Industrial Drawing for Teachers.

Mental Arithmetic:

Greenleaf's.

Algebra:

C. Smith's Algebra.

English Language:

Brooke's English Literature (Primer),
Meiklejohn's English Language.
Trench's English Past and Present.

Agriculture:

Public School Agriculture, by C. C. James.

Elementary Science:

Brittain's Manual of Nature Lessons.

Physical Geography:

Davis' Physical Geography Round the Empire, by Geo R. Parkin.

Of the Conduct and Government of Schools.

REFERENCES TO THE ACT. The Board of Education empowered to prescribe regulations for the organization, government and discipline of Schools, sec 5 (4).

All Schools to be non-sectarian. sec. 119.

Teachers to assist Trustees of Graded Schools in classifying the pupils according to attainments, sec. 73 (2), to call the Roll twice daily; to keep a daily Register as prescribed by the Board of Education on pain of forfeiting the Provincial Grant, the Register to be open for inspection; and to teach diligently and faithfully the branches required according to the Law; to maintain order and discipline. To have a care to the health and comfort of the School; to enforce cleanliness; to report to the Trustees the appearance of any contagious disease among the pupils. To hold a public examination of the School each Term; to give notice of the same to the Trustees and parents; to notify all School meetings called by the Trustees; to make an affidavit to the Trustees' Return; to collect information and report to Inspector, secs. 85, 86, 87, 88.

Regulation 18.—*Evening Schools:* A portion of the instruction provided in any District may, if deemed desirable by the Board of Trustees, be through the medium of Evening Schools, subject to the following provisions :

(1) Evening Schools shall be for the free instruction of persons upwards of thirteen and under twenty years of age, who may be debarred from attendance at the Day School The Trustees may admit persons upwards of twenty years of age on prepayment to their Secretary of a reasonable tuition fee.

(2) Any such Evening School shall be in session 2½ hours; and in relation to public grants, two evening sessions shall count as one day.

Teachers are hereby authorized, with the sanction of Trustees, to set apart any Friday that may be deemed most suitable during the months of May or June for the purpose of improving the School grounds and planting thereon trees, shrubs and flowers, such day to be known as "Arbor Day," and when duly observed credit to be given for it as a lawful teaching day. See Remark and Notes under Reg. 13.

Arbor Day will be regarded as duly observed when the following conditions are complied with:

(*a*) That the Friday in May or June which the Inspector shall from year to year recommend to be observed within his Inspectoral District is set apart as Arbor Day.

(*b*) That Teachers who observe Arbor Day make within five days thereafter a report to the Inspector of their District, which report shall state the name and number of District, the date on which the day was observed, what improvements were made to the School grounds, the number of trees planted, number of shrubs, or number of flower beds made. Unless a report is made to the Inspector, the School must be kept open during both sessions.

(*c*) That the Inspector forward to the Chief Superintendent a tabular synopsis of the reports of the Teachers within his Inspectoral District not later than June 30th.

(3) Saturday shall be regarded as a holiday in all Schools; but the Board of Trustees in Cities and Towns may, if preferred, allow a half-holiday on Wednesday and Saturday.

2. *Vacations* : (1) Excepting the student-teachers' department of the Normal School, no School shall be in session during the time herein designated as a Christmas vacation, embracing two weeks (ten week days other than Saturdays,) beginning on the last Saturday preceding the week in which Christmas falls.

SUMMER VACATION.

(2) Except in the student-teachers' department of the Normal School, there shall be a Summer Vacation in all Schools of six weeks, beginning on the first day of July; but in rural Districts subject to Spring and Autumn freshets, or where the harvest is late, the Board of Trustees, having first obtained the formal approval in writing of the Inspector, may permit a part or the whole of the Summer Vacation to be taken at another time. The Inspector shall notify the Chief Superintendent of each approval given by him as above.

(3) In the Cities and Incorporated Towns organized under Section 108, there shall be two weeks additional Summer Vacation. Districts maintaining Grammar and Superior Schools shall also have eight weeks'

Summer Vacation, provided that a majority of the Ratepayers prese at the Annual School Meeting vote in favor of the same, and that t Secretary of the meeting notify the Chief Superintendent of such vote

NOTE. When the last day of the Summer Vacation falls upon Thursday or Fida the following Monday will be the first teaching day of the next Term

3. *Teaching Days:* All week days not allowed herein as holidays, or included in Vacations by the foregoing provisions, shall be regarded as Teaching Days.

4. *Substitute Days* : The Board of Trustees has under the following circumstances, hereby authority to change in any Term some of the days specified above as teaching days into holidays, and to require the School or department to be kept in operation on Saturdays instead, viz :—(*a*) on the application of the Teacher to be allowed to employ teaching days, not exceeding two in any Term, in visiting other public Schools for the purpose of observing the methods employed and the work done in them; (*b*) the illness or other unavoidable cause of absence from School of the Teacher ; (c) other extraordinary circumstances which may render the substitution desirable or necessary, in the judgment of the Board of Trustees ; Provided always (a) that no School or department shall be kept in session more than *five* days per week in any two consecutive weeks; nor (b) that any teacher shall, on the average, teach more than five days per week during the period he is under engagement in any Term ; and (c) that substitute days shall he allowed only for days between the dates of the actual opening and the actual closing of the School in any Term. Notice should always be given to the School of any substitution of days as authorized herein, and special pains taken to secure a good attendance on the Saturdays on which School shall be kept as hereby authorized.

5. *Legally Authorized Teaching Days:* The legally authorized Teaching Days shall be those only on which Schools are authorized to be open by the several provisions of this Regulation.

6. *Length of Daily Session:* The term *School Hours* shall mean and include all the time between the opening and the

close of the School for the day. The hours of teaching shall not exceed six each day, exclusive of at least an hour allowed at noon for recreation. The Board of Trustees, however, may, if it desires, restrict the number of hours to five, and for the younger children to four. A short recess shall be allowed about the middle of the morning sitting, and the same in the afternoon session, if deemed necessary. In the youngest Primary Departments or classes especially, care should be exercised that the pupils are not confined too closely or too long in the School-room. [The Board of School Trustees of St John may, in its discretion, permit one daily session during the Winter term; but the Board of Education reserves to itself the right of withdrawing at any time the permission herein granted.]

Regulation 21.—*Symbols or Emblems in the School Room:* Symbols or Emblems distinctive of any national or other society, political party, or religious organization, shall not be exhibited or employed in the School-room in its general arrangements or exercises; but nothing herein shall be taken to refer to any peculiarity of the Teacher's garb, or to the wearing of the cross or other emblem worn by the members of any denomination of Christians or temperance organizations.

Regulation 22.—*Privilege of Teachers with respect to opening and closing exercises of Schools:* It shall be the privilege of every Teacher to open and close the daily exercises of the School by reading a portion of Scripture (out of the common or Douay version, as he may prefer), and by offering the Lord's Prayer. But no Teacher shall compel any pupil to be present at these exercises against the wish of his parent or guardian expressed in writing to the Board of Trustees.

Regulation 23.—*Duties of Teachers:* It shall be the duty of each and every Teacher:—

(1) To maintain a deportment becoming his position as an educator of the young; and to strive diligently to have exemplified in the intercourse and conduct of the pupils throughout the School, the principles

Education deems it very desirable that Teachers abstain from the practice of depriving pupils of recesses or nooning.

(7) To practice such discipline as may be exercised by a kind, firm, and judicious parent in his family. It is strictly enjoined upon all Teachers to avoid the appearance of indiscreet haste in the discipline of their pupils; and, in any difficult cases which may occur, to apply to the principal of the School (if a graded one) or to the Board of Trustees, for advice and direction.*

(8) Subject to the arrangements of the Board of Trustees, to see that the School house is kept in proper order in respect of cleanliness, neatness, heating and ventilation; and especially that the School-room is ready for the reception of pupils at least twenty minutes before the time fixed for opening the School.

(9) To regulate the temperature of the School-room by a thermometer. In winter the temperature during the first School hour in the forenoon or afternoon should not exceed 70 degrees, or 66 degrees during the rest of the day.

(10) To have a care that the yards, sheds, and outhouses are kept in order, and that the School-house and premises are locked at all proper times. To exercise vigilance over the public School property under his charge, the buildings, outhouses, fences, etc., furniture, apparatus, and books,—so that they may not receive unnecessary injury; and give prompt notice in writing to the Secretary of the Trustees of any supplies which may be required for the School, or of any repairs which may be required to be made to the building, outhouses, furniture, etc.

(11) To keep in a conspicuous place in the School-room a Time-Table, showing the order of exercises for each day in the week or month, and the time devoted to each per day.

(12) Not to be absent from the school, except as expressly authorized by the Regulations of the Board of Education, without permission from the Board of Trustees, unless in case of sickness, in which case the absence is to be immediately reported to their Secretary.

(13) In graded Schools, to attend all meetings of the Teachers of the School called by the Principal. It shall be the duty of the Principal of each School to convene a meeting of the Teachers associated with him at least once a month for conference respecting the interests of all the departments of the School.

(14) To make an affidavit required by the Act, and to furnish the Board of Trustees, when solicited by them or their Secretary, every reasonable assistance in making the Returns required by the Education Office.

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* The following are modes to be adopted or avoided:—

Proper.—Reproof kindly but firmly given, either in private or before the School, as circumstances require it. or such punishment as the case really warrants, administered as directed in the Regulation.

Improper.—Contemptuous language, reproof administered in passion, personal indignity or torture, and violations of the laws of health.

2. *Teachers' Institutes:* Whenever ten or more Teachers within a County shall make written request to the Inspector in such behalf, a Teachers' Institute shall be formed for such County, the exclusive object of which shall be to promote the efficient operation of the means contemplated by the Law and the Regulations of the Board of Education for the conduct of all work pertaining to Teachers of Schools. To this end, lessons illustrative of method and management may be given, conversations and discussions had, papers read, and special instruction given in any subject of the School course. All subjects and discussions foreign to the practical duties of the Teacher's office are to be avoided, and all of the exercises shall be as practical as possible. The Teachers' Institute shall be composed and directed as follows:

(1) All residents of the County holding valid licenses from the Board of Education shall become members of the Teachers' Institute on enrolment and annual payment of such fee, not exceeding one dollar, as the Institute may deem proper. The Inspector shall be. *ex-officio*, a member of the Committee of Management of each County Institute convening within his Inspectoral District.

(2) The Teachers' Institute shall annually elect from among its members a President, Vice-President, and Secretary-Treasurer. The Committee of Management shall consist of the foregoing officers and two other members annually chosen. The Committee shall determine the exercises for each meeting and the order of business, and the programme shall be duly forwarded by the Committee to the Chief Superintendent.

(3) On giving written notice of at least one week to the Board of Trustees, and due notice to the pupils, Teachers shall be entitled to be absent from their Schools for the purpose of attending the sessions of the Teachers' Institute during the days provided for herein.

(4) The Teachers' Institute shall meet annually, and at such place and time (the same being Thursday and Friday) as the Institute may from year to year determine. The sessions shall be held both morning and afternoon, and shall continue through two days; those on the first day shall begin at 10 a. m., and on the second day at 9 a. m. When a suitable room can be secured for the purpose, it is recommended that on the evening of the first day a public meeting (whose object shall be in harmony with that of the Institute) be held and addressed by the Chief Superintendent (when his duties will permit), the Inspector, and other suitable persons, as the Committee may determine.

(5) The President shall, as soon as practicable after the close of the sessions of the Teachers' Institute, transmit to the Chief Superintendent, in the form to be supplied for that purpose, a list of the Teachers present at the same, and the attendance at each session, and in the semi-annual apportionment of the County Fund and disbursement of Provincial grants, the Chief Superintendent shall, in every case in which the

Treasurer, who shall, among other duties, receive and disburse, under the direction of the Committee, all funds received by it from the Institute. The Committee shall also determine whether the Institute shall meet during the last three teaching days in June or during the Summer Vacation; the number of days the Institute shall be in session, and the programme of exercises for each meeting; and no question shall be entertained by the Institute which has not first received the recommendation of the Committee.

(3) The Educational Institute shall appoint a Secretary-Treasurer and an Assistant, who shall receive the enrolment fees and pay them over to the Secretary-Treasurer of the Executive Committee, keep a record of the proceedings of each meeting, and furnish a suitable report of the same to the Chief Superintendent for publication.

(4) The Chief Superintendent shall preside at the meetings of the Educational Institute and of the Executive Committee, and in his absence or at his request the Chancellor of the University or other member of the Committee shall preside.

(5) The Chief Superintendent is hereby authorized to use the accommodation and appliances of the Normal School as he may deem necessary, for the meetings of the Educational Institute when convened by him at Fredericton.

(6) If the Educational Institute has been convened and in session during the last three teaching days in June, the Secretary-Treasurer shall, as soon as practicable after the close of the sessions, transmit to the Chief Superintendent, in the form to be supplied for that purpose, a list of the Teachers present at the same, and the attendance at each session, and in the semi-annual apportionment of the County Fund and disbursement of Provincial grants the Chief Superintendent shall, in every case in which the Teacher has attended all the sessions of the Institute, allow to the Board of Trustees their proportion of the County Fund for the last three teaching days in June as if the School or department had been open, and to the Teacher the Provincial grant as if he had been engaged during these three days in teaching the School or department under his charge; and if in any case it shall appear, in the judgment of the President and the Secretary-Treasurer of the Institute, that a Teacher was obliged to be absent from the School one half for the whole of a teaching day in order to be present at the first session, the Chief Superintendent may, upon the same being specifically stated in the list transmitted to him, allow the half day or day, as the case may be.

(7) The Educational Institute shall elect biennially one of its members (who must be a graduate of the University of New Brunswick) to represent the Institute upon the Senate of the University.

Regulation 25.---*Collections, Subscriptions, Presents Etc.*: No collections shall be taken up, or subscriptions solicited for any purpose, or notice of shows or exhibitions, or of re-

Regulation 27.—*Contagious Diseases*: No person shall be admitted to or continue in any School as a pupil if he is afflicted with, or has been exposed to, any contagious disease, until all danger of contagion from such pupil, or from the disease or exposure, shall have passed away, as certified in writing by a medical man.

Regulation 28.—*Destruction of School Property*: Any School property that may be wilfully injured or destroyed by any pupil is to be made good forthwith by his parent or guardian.

Regulation 29.—*Requirements of Pupils*: School officers shall make the following requirements of each and every pupil:

(1) That he come to School clean and tidy in his person and clothes; avoid idleness, profanity, falsehood and deceit, quarrelling and fighting; be kind and courteous to his fellows, obedient to his instructors, diligent in his studies, and conform to the rules of the School.

(2) That he present to the Teacher an excuse from his parent or guardian for tardiness or absence from School.

(3) That he attend (in Districts having more than one department) the particular department to which he shall be assigned by the Trustees.

(4) That he be present at each inspection and examination of his School or department, or present a satisfactory excuse for absence.

(5) That he be amenable to the Teacher for any misconduct on the School premises, or in going to and returning from School, except when accompanied by one of his parents or his guardian, or some person appointed by them.

(6) That he come to School with the prescribed text-books and School requisites needed in his class; and in case his parents or guardians, after notice, fail to provide the required books, the Trustees are to provide the same, as directed by the Law.

Of the Qualifications and Licensing of Teachers.

References to the Act. Different classes of Teachers, sec. 13.

The Board of Education empowered to prescribe regulations for the classification of Teachers to appoint Examiners, and to grant and cancel licenses, sec. 5 (4).

Regulation 30.—*Licenses obtained previous to January 15, 1872*: Licenses issued (or recognized) by authority of the Board of Education previous to January 15, 1872, and which

[illegible] not [illegible] the pleasure [illegible]
valid during the pleasure [illegible] for [illegible]
terms thereof, in the Districts for [illegible]
issued, or for which they may have subsequently
endorsed (or recognized) by the Board.

REMARK 1. Whenever a formal and well grounded complaint from a number of ratepayers in any School District is laid before the Board of Education as to the incompetency of the Teacher engaged in the District, and the Trustees persist in retaining the services of such Teacher, the Board may, in its discretion, order the re-examination of such Teacher at the next regular examination of candidates for Teachers licenses.

REMARK 2.—Whenever a parent or guardian submits to the Trustees any complaint respecting the action of a Teacher or the conduct of a pupil, or of the School, and the Trustees refuse or neglect to give due attention to the same, the Board of Education will, on application, cause a proper investigation to be held.

Regulation 31.—*Licensing of Teachers*: The following rules are prescribed with respect to the Licensing of Teachers.

1. *Persons Eligible for Examination*: No person shall be eligible for examination (except as specially provided by Reg. 30), or for advancement of Class, unless presenting to the Chief Superintendent,* *one month* previous to the date fixed herein for the examination, satisfactory proof

That he or she is 17 years of age that he or she is of good moral character the certificates to which facts are to bear date within three months of the time of the candidate's application, except in the case of student-teachers in attendance at the Normal School whose certificates have been previously filled with the principal in accordance with Reg. 30 (1)

(1) That he has obtained professional classification at the Provincial Normal School or has received a certificate of qualification from some other recognized Normal or Training School for teachers, after attendance thereat of not less than one school year, or

(2) Holds at the time of application a License from the Board of Education of New Brunswick valid under Reg. 30 or 31, and has also passed the preliminary examination for advance of class in accordance with the provisions of Reg. 31 [illegible]

* Applications to be made in the following form:

To the Chief Superintendent,
Education Office, Fredericton

SIR,—I hereby make application to be examined in the syllabus prescribed for [illegible] of the Class, at the Examination to be held in [illegible] beginning at 9 [illegible] a. m. on of next (*If the applicant is to be examined in [illegible] only, or in spelling only, it must be so stated here.*)

Enclosed will be found certificates of my age and good moral character [illegible] as required by Regulation 31, 4. at [illegible]

(Signed)

I passed the preliminary examination for Class [illegible] of

(3) Holds a degree in Arts from a chartered College or University.

(4) In the case of student-teachers not otherwise eligible for examination, the principal of the Provincial Normal School shall make, at least *two weeks* previous to the date of the examination, a formal application to the Chief Superintendent in their stead, setting forth the period each has attended the Normal School of New Brunswick, and certifying that in respect of each there are on file at the Institution the certificates of age and good moral character required herein. In such application the names shall be arranged under the respective classes of License for which application is made, and the average of marks for the session in scholarship (including the estimate of professional knowledge) made by each student-teacher shall be entered after his name; and no name shall be inserted under any class except on the concurrence of the Faculty of Instructors, and the Chief Superintendent shall permit each student-teacher to undergo examination for that class only under which his name has been placed in such application.

In case any student-teacher has been recommended by the Faculty of the Normal School for final examination for a class higher than that for which he has passed his entrance or preliminary examination, such student-teacher may be admitted to the closing examination of the higher Class; but before receiving his License he shall be required to pass, also, the preliminary examination for said higher Class.

(5) To be eligible for examination for a License of the First Class, every candidate (unless holding a degree in Arts from a chartered College or University) must satisfy one or other of the following conditions:

(*a*) That he has attended the Provincial Normal School or other recognized Training School for teachers for the period of one School year, or annual session, and has received a professional classification, *Good* or *Superior* or other equivalent certificates of professional qualification, and that he has besides been recommended by the Faculty of Instructors as possessing *Superior* Scholarship, and as a fit and proper person for examination for License for Class 1; *or*

(*b*) That he present with his application to the Chief Superintendent an Inspector's certificate that he has taught with success for at least two School years subsequent to attendance at the Provincial Normal School, and that he has passed the preliminary examination for First Class.

(6) Graduates in Arts of a chartered College or University who have not undergone training at the Provincial Normal School or other recognized Training School for teachers, shall, unless they have taught for two years in the public Schools in an efficient and a satisfactory manner, as certified by the Inspector, in addition to their examination in Reading, and written examination in the syllabus prescribed for the class of License for which they apply, be required to give practical illustrations of their knowledge of Method before the Principal of the Normal School and one of the Professors of the University, who shall make to the Chief Superintendent a joint or several report of the estimate formed by them of the same.

(7) Student-Teachers in the French Department of the Normal School shall be eligible for examination for License of the Third Class after an attendance of one Term of five months.

2. *Provincial Licenses:* All licenses issued by authority of the Board of Education, bearing date subsequent to January 15, 1872 (except as specially provided by Reg. 33), shall be under Seal of the Board; and shall be valid throughout the Province of New Brunswick during the good behavior of the holders. Licenses which advance the class held by those actually employed shall bear date from the beginning of the School Term next ensuing after the examination.

3. All Candidates for License are required to pass two Examinations: The Entrance Examination and the Closing or Final Examination. The Entrance Examination must be passed by all Candidates for admittance to the Normal School, and by Teachers seeking advance of class.

the class applied for, but no higher license shall be awarded him than that which his attainments in reading entitle him to receive, until he shall have successfully passed a further examination in reading at a regular annual examination, or, in the case of applicants for Third Class, at a regular semi-annual examination. Provided, however, that any candidate who has passed the closing examination for Class I. or Class II. in all the required subjects other than Reading, and Drawing. may, upon the order of the Chief Superintendent, be granted a supplementary examination in either or both of these subjects at any time not less than three months after the regular examination, and upon the favorable report of the examiner, shall be granted a license for the class applied for—such license to take effect at the beginning of the following school term.

6. *Chief Superintendent to have Charge of the Examination:* The Chief Superintendent of Education shall, either in person or by deputy, preside at every examination.

7. *The Examination to be undergone in good faith:* The Chief Superintendent, or his deputy, shall place on file in the Education Office, a sworn report of the examination, in which he shall record any known infringement of the Regulations of the Board. In the event of any candidate taking into the room any book, notes, or anything from which to derive assistance in the examination, or copying from another- or allowing another to copy from him, it shall be the duty of the Chief Superintendent, or his depnty, to dismiss such candidate from the examination, and to remove his name from the candidates' list; but if in any case the evidence of want of good faith be not clear at the time, or be obtained subsequent to such dismissal, the case shall be duly recorded in writing, and the candidate's papers shall be rejected if the evidence be conclusive.

8. *Estimation of Candidates' Papers:* The entrance examination papers shall be prepared by the Faculty of the Normal School, and shall be submitted to the Chief Superintendent for his approval. The answers shall be estimated by the several members of the Faculty of the Normal School and such other examiners as the Chief Superintendent may appoint from time to time, and the results collated, compared, and summed up at a meeting of the Faculty to be presided over, when practicable, by the Chief Superintendent, in his absence by the Principal of the Normal School, who shall inform the Candidates not later than the first day of August of the result of the examination. At the end of the closing examination the Chief Superintendent shall promptly forward each candidate's papers to the examiners appointed by the Board of Education, a portion to each as may be determined by the Chief Superintendent from time to time. Each Examiner shall express his judgment of the merits of each paper submitted to him by means of numbers—taking 100 as the highest possible mark. The Examiners

(*c*) In order to obtain a License of the Superior Class, Candidates will be required to make a general average of 60 or upwards on the whole examination including the marks for First Class, with no marks on the subjects of English Language, Composition and Literature further below 50 than the general average is above 60. In Latin the mark must be 50 or upwards.

(*d*) In order to obtain a License of the Grammar School Class, candidates will be required to make a general average of 60 or upwards on the whole examination, with no mark in the English branches further below 50 than such average is above 60. In Latin the average of marks must be 50 or upwards, and in Greek 37 or upwards. Candidates for this License who have previously made an average of 65 or upwards on the syllabus prescribed for the First Class, are to work papers on those subjects only which are peculiar to the syllabus for the Grammar School Class.

(*e*) Practical illustrations of Method shall be valued as two papers.

11. *Results of Examination:* Each candidate shall be notified by mail of the result of his examination, and be furnished with a memorandum of the estimates placed upon his several papers by the Examiners.

12. Graduates of Chartered Colleges who have passed the prescribed examinations for First Class, and whose under-graduate courses of study have included all the subjects required of Candidates for the Grammar School Class, and who shall have subsequently to graduation taken a course of at least one year at any accredited College or University, pursuing while there the study of one or more of the subjects of the Grammar School syllabus, may in the discretion of the Board of Education be granted a Grammar School License without further examination.

Regulation 32.—(1) Normal School Entrance Examinations, and Preliminary Examinations for Advance of Class.—These shall include the following subjects for all classes, viz.: Reading, Spelling, Writing, English Grammar and Composition, Geography, History, Arithmetic and Elementary Natural Science. Candidates for the First Class will also be required to pass examinations on the First, Second and Third Books of Geometry, with Exercises, and Algebra to the end of Quadratic Equations. Candidates for the Second Class will be required to pass examinations on the First Book of Geometry, with Exercises, and on Algebra to the end of Simple Equations.

REMARKS.—The examination papers on the above subjects will be graded, as to extent and difficulty, according to the class of License

CLASS II.

ENGLISH LANGUAGE.—Grammar and Analysis (Meiklejohn's English Language, Part I.)

ENGLISH LITERATURE AND COMPOSITION.—Poetry of Reader IV., and Meiklejohn's English Language, Part II.

MATHEMATICS: *Geometry*—Books I. and II., with exercises. Prescribed Text-Book.

Algebra—Prescribed Text Book, to the end of Quadratic Equations.

Book-keeping and Arithmetic—Ordinary Business Forms, Single Entry and Commercial Rules.

NATURAL SCIENCE: *Botany*—Plant Analysis, Plant Growth, and Assimilation; Characteristics of the Buttercup, Cress, Pulse, Rose, Aster, Buckwheat, Pine, Lily and Grass family.

Chemistry and Physics—Williams' Introduction to Chemical Science Chapter I. to XX, or Roscoe and Lunt's Inorganic Chemistry for Beginners. Brittain's Manual and Text-Book on Agriculture.

Physiology and Hygiene—Chapters I.-IX. of Blaisdell's Our Bodies and How We Live.

CLASS I.

ENGLISH LANGUAGE—Meiklejohn's English Language, Parts I and III.

ENGLISH LITERATURE—Meiklejohn's English Part IV., and the critical study of Authors, to be announced from year to year.

MATHEMATICS: *Algebra*—Prescribed Text Book complete.

Geometry—H. Smith's Geometry, Books I., II., III, IV. and VI., with Exercises.

BOOK-KEEPING — Double Entry.

NATURAL SCIENCE: *Botany*—Same as for Class II., together with Determination of ordinary Flowering Plants.

Chemistry and Agriculture—Williams' Introduction to Chemical Science, Chapters I. to XXX., and Chapters LVIII and LIX, or, Roscoe and Lunt's Inorganic Chemistry (complete). Text on Agriculture and Nature Lessons.

Physics, etc.—As in Gage's Introduction to Physical Science, Chapters I. to VI., inclusive.

Physiology and Hygiene—Blaisdell's Our Bodies and How We Live (complete).

GENERAL HISTORY—Swinton's Outlines of the World's History.

Requirements for Superior School Class.

[In addition to the requirements of Class I].

Latin—Latin Grammar, the Declensions, Conjugations, and Rules of Syntax, and the Translation of Cæsar, De Bel. Gal., Book I.

Regulation 33.—*Licenses of the Third Class*: (1.) Licenses of the Third Class bearing date subsequent to Dec. 31st, 1893, shall be valid for only three years. When any such License has expired it may be renewed by the Chief Superintendent on conditions to be prescribed by the Board of Education.

2. A person eligible for examination for School License under Reg. 31, desiring to engage in teaching before the time fixed for the examination, may receive from the Chief Superintendent a license of the Third Class for the current Term, on condition that such person undergo examination at the time fixed for the same by Reg. 31.

3. The Chief Superintendent may issue a License of Class III, to Student-Teachers who have been recommended by the Faculty of Instructors of the Normal School for examination for license, and who have undergone such examination, the same to be tenable until the class of license for which they were examined is issued; or in the event of failure to obtain a license of any class, until the close of the School Term next following such examination. The Provincial allowance for School Service (should any be rendered before the issue of the class worked for) shall be made according to the class of license which shall be awarded.

4. When a licensed Teacher CANNOT be obtained by the Board of Trustees of a School District, *or* recommended by the Inspector to the Board, the Chief Superintendent may issue a license of the Third Class to any person to teach the School in such District for *one* Term, provided such person is certified by the Inspector as possessing the necessary knowledge and qualifications, and is desirous of entering the Normal School as a Student-Teacher. A local license shall only be renewed upon the conditions specified above, and also upon the express condition that no Provincial moneys for services thereunder shall be paid until the licensee has become an enrolled Student-Teacher at the Normal School. Trustees of a "Poor District," who engage the services of a local licensed Teacher, shall not receive the "special aid" provided for Poor Districts from the County School Fund, nor shall

make such regulations for the preservation and circulation of the books as they shall deem necessary. A catalogue of the books to be purchased for the District shall be submitted for the approval of the Chief Superintendent. The grant made by the Board of Education under the provisions of sec. 96 shall be paid on the presentation of the invoice of books purchased, and the certificate of the Secretary of Trustees, as follows :—

I hereby certify that the books referred to in the accompanying Invoice have been purchased for the School Library of District No. in the Parish of in County, during the present School year.

Sec. of Trustees.

REMARK.—The Provincial grant as well as the amount raised by the District must be expended in books. The amount of grant is therefore, one third the amount of money expended, as shown by the Invoice.

The following regulations for the management of School libraries are recommended for adoption by District School Trustees. (Unless formally adopted by the Board of Trustees at a regular meeting, the rules in regard to fines shall not be enforced) :

RULES FOR SCHOOL LIBRARIES.

1. The Principal of the school shall be the librarian and the treasurer of library funds; shall have charge of the library, keep a catalogue of all books in a book to be provided for that purpose, and shall disburse all funds on the order of the Board of School Trustees.

2. The books shall be covered with stout paper. Each volume shall be numbered on the back of cover. On the inside of the front cover shall be pasted a written or printed label, giving the number of the book, the number of the District and the name of the Parish and County. The books shall be kept in a suitable book-case provided by the Trustees.

3. Every volume loaned shall be entered by the librarian in a book to be provided for that purpose, as in the following form:

Date of Delivery.	No. of Book Delivered.	To whom Delivered.	When Returned.	Condition when Returned.	Fine for Detention.	Fine for Injury.	When Paid.

4. No person shall be allowed to have more than one volume at a time, or to retain the same longer than two weeks; nor shall any person who has incurred a fine imposed by these regulations receive a book while such fine remains unpaid.

according to such conditions and regulations as may be prescribed by the Board of Education, provided that no such prize shall be awarded in respect of proficiency in particular subjects of the School course or the discharge of particular School duties, sec 73,6)

Regulation 35. In pursuance of Section 73 (6), the Board of Education prescribes the following conditions and regulations—which are to be carefully observed by Boards of Trustees and Teachers—respecting the offering and awarding of the School Prizes therein authorized:

1. The offer of the Prizes and the conditions of their reward set forth below (2 and 3) shall be announced to the School or department not later than one week after the opening of the School in any Term.

2. The following shall be regarded as the STANDARD for every member of the School:—Prompt attendance at each School sitting; unexceptionable conduct while subject to the Teacher's supervision, whether in the School-room or elsewhere; industrious application in the discharge of every School duty; and excellence of Scholarship in the subjects of prescribed study, according to the pupil's assignments in the course of instruction pursued in the School.

3. At the close of the Term the Teacher shall present a written report, under his signature, to the Secretary of the Board of Trustees stating (1) the names, with the School standing for the Term annexed to each, of the pupils having first, second, and third positions; and (2) the name of any pupil who, while a member of the School or department was unavoidably absent, and whose actual average daily standing, being allowed for such days of absence, not exceeding five in any case, would make his School standing for the Term equal to that of a pupil whose name shall have been reported in the foregoing statement (1). The Secretary of the Trustees shall keep the Teacher's report on file for a period of at least two years.

(4) The Board of Trustees shall award the Prizes to the pupils having the highest School standing for the Term; and in making the awards the Trustees may, in their discretion, take into consideration, but only within the limitations specified in section 3, the case of any pupil unavoidably absent from School.

(5) The Board of Trustees shall determine the nature and value of all Prizes, and shall exercise a responsible care that no Prize be of a character excluded by the provisions of Regulation 34 or by section 119.

6. The Prizes shall be publicly presented through the Board of Trustees at, or subsequent to, the close of the Term, at such time and place as the Trustees shall determine; and the Trustees may invite, in their discretion, gentlemen resident or non-resident to present the Prizes to the winners on behalf of the Board of Trustees and the District.

7. The foregoing conditions and regulations are applicable exclus 'ly to Schools, or departments, conducted by Teachers holding v Licenses under the provisions of Regulation 30 or 31.

REMARK.—The Prizes should not be costly. The amount expen for the same by the Board of Trustees will generally be returned to District by the increased amount secured from the County Fund e Term, on account of greater regularity of attendance.

Superior Schools.

REFERENCES TO THE ACT..—Number of Superior Schools which may be establi in a County. When more than the authorized number of Districts compete to estal Superior Schools, the Inspector. with the approval of the Board of Education, to d mine in which Districts they shall be located. Such School once established in a Di shall be continued so long as it is efficiently conducted and maintained. Teachers Superior School must hold License of the Superior School Class. Provincial allowan each Teacher, $250 per annum. Superior Schools to be free to pupils within the Pa secs. 89, 92.

Regulation 36.—The following provisions are prescri respecting Superior Schools:

1. *Superior Schools having four Graded Departments.*—Board Trustees shall provide for giving instruction in at least Standards and X. When instruction is not provided for, or not given in adva of Standard X, work in Standard VIII may be required of the Teac provided the daily average attendance of pupils in the higher St ards is not more than 25. Should Standards IX X, and XI be tau no work in a lower Standard shall be required of the Teacher, unle Provincial Licensed Assistant is employed, having a separate c room.

2. *Superior Schools having three Graded Departments.*—The hi department shall constitute the Superior School, and shall not be upon to perform work under Standard VII of the graded course.

3. *Superior Schools in Districts having two Graded Departments* second or highest department shall form the Superior School, ar not be called upon to perform work under Standard V of the course.

SECTION 4.—No ungraded School shall be classed as a School. No School shall be classed as a Superior School unle have at least ten pupils pursuing studies above Grade VII.

5. The School accommodation, appliances, and premi Superior Schools must be satisfactory to the Inspector, report thereon to the Chief Superintendent.

Grammar Schools.

REFERENCES TO THE ACT. One Grammar School may be estab County. The District in which a Grammar School has hitherto been ma the preference. In the event of Districts competing, the Inspector, with

the Board of Education to determine the District in which it shall be located. When once established, the District to retain it so long as it is efficiently conducted and maintained. A Superior School may be established in the same Parish with a Grammar School if the number of Superior Schools allowed by law for the whole Province is not exhausted. County Grammar Schools to be free to all pupils resident in the County. Provincial Grant to Grammar School Teachers, secs. 90, 91, 92.

Regulation 37.—The following provisions are prescribed respecting Grammar Schools:

1. *Grammar Schools in Cities.* The course of instruction in these Schools shall be in advance of Standard VIII of the graded course, and shall embrace Standards IX, X, and XI. Instruction in Standard XII shall be optional with the governing bodies.

The number of Teachers shall be regulated according to the following principles:

(1) One Teacher, exclusive of the Head Master, shall be employed, provided the number of pupils enrolled is 50 or upwards, with an average daily attendance of at least 75 per cent.

(2) Two Teachers, exclusive of the Head Master, shall be employed, provided the number of pupils enrolled is 100 or upwards, with an average daily attendance of at least 75 per cent. If there be an enrolment of 135 or upwards, with an average daily attendance of at least 75 per cent., the Trustees may employ whatever number of additional Teachers they may deem necessary; provided, however, that in such case the number of Teachers employed shall not bear a larger ratio to the aggregate number of pupils enrolled than 3 to 100 with an average daily attendance of at least 25.

(3) If the average daily attendance of pupils in any Standard exceeds 50, an Assistant-Teacher may be employed, provided that three Standards IX, X, XI are taught, and the requirements as respects the daily average attendance specified in (2) be observed.

(4) Should pupils continue at School after passing a satisfactory examination on the subjects of Standard XI, a second Assistant Teacher may be employed.

Female Department.—If the average daily attendance of boys at either of these Schools is 100 or upwards, it shall be competent for the governing bodies to organize a *Female Department* under the responsible supervision of the Head Master, but subject to the following conditions:

(1) That there be an enrolment of at least 50 girls, with an average daily attendance of not less than 75 per cent.

(2) That the subjects taught be in advance of Standard VIII, and that provision be made for giving instruction in a three years course.

(3) If one standard only is taught, not more than one Teacher shall be employed.

3. *Grammar Schools in Villages.* When a Grammar School having two departments is established in a Village, the highest department shall be considered the Grammar School. In the Grammar School department there must be not less than ten competent pupils taking the regular studies in advance of Standard VIII.

The buildings, furniture, apparatus and general equipment of all Grammar Schools must conform to the requirements of the Board of Education as announced from time to time.

Of the Provincial Normal School.

References to the Act The Board of Education to provide for the establishment and efficient working of a Normal School, to appoint a principal and Assistants and to grant certain allowances towards the travelling expenses of student-teachers, secs. 6 (1)

Regulation 38.—*Sessions of the Normal School, Application for Admission.*

1. There shall be in each School year one session of the Normal School, consisting of two terms. The first term (except for the French Department) shall begin on the first teaching day in September and close on the last teaching day in December. The second term shall begin on the first teaching day in January and close on the Friday next preceding the second Tuesday in June.

2. Candidates for Third Class License (not belonging to the French Department) who shall have passed the entrance examinations (See Reg. 31, 3, (1)) shall until further notice be required to spend only the first term at the Normal School.

3. Applicants holding a Provincial License of Class II or III, and who may wish to qualify for examination for advance of Class, shall be at liberty (having previously passed the preliminary examination for the class desired) to enter as Student-Teachers either at the beginning of the session or at the beginning of the second term. This provision shall also apply to graduates in Arts.

(*a*) Holders of Third Class Licenses who have spent only one term at the Normal School are required to spend an additional Winter Term at the Normal School before they can be admitted to the closing examinations for advance of class.

(*b*) Holders of Second Class Licenses who have passed the preliminary examination for First Class, may be exempted by attending an additional Winter Term at the Normal School from the special conditions as to professional classification and certificates of Superior scholarship, or of having taught two full years; as required by Reg. 31, 1, (5) (*a*) (*b*).

4. In the French Department the first term shall begin on the first Wednesday in August and close on the last teaching day in December, and the second shall begin on the first teaching day in January and close on the last Friday of May Applicants for admission to this Department shall be admitted, if qualified, at the beginning of each term.

tion of engaging actually in the work of Teaching; and if I shall not teach a School in New Brunswick under the Schools Act (I being legally qualified to do so, and my health being continued to me) within two years from this date, I agree to report the *reasons* of my failure to teach to the Chief Superintendent, and in such case of failure to teach I hereby acknowledge a moral obligation to pay to the Chief Superintendent for the Board of Education the sum of $20 for each session I may have attended the Normal School

4 If in the judgment of the Faculty of Instructors the capacity, attainments, or progress of any Student-Teacher are not such as to warrant his or her longer attendance at the Provincial Normal School; or if in their judgment the manners, habits, temperament, sentiments, or character of any Student-Teacher are such as to unfit him or her to have the charge of children, it shall be the duty of the Principal to report such judgment to the Chief Superintendent, who, on being satisfied of its correctness, may require such Student-Teacher to withdraw from the Institution.

Regulation 40.— *The Course of Instruction*:

1. The course of instruction shall be specially directed to the attainment on the part of Student-Teachers of a specific knowledge of School organization, School management, and method in teaching; and the Model departments shall be arranged and conducted so as to secure to the Student-Teachers facilities for observation and practice in respect of approved methods of teaching and conducting both graded and miscellaneous Schools.

The Professional Course shall include the History and Science of Education; School Organization and Management: Methods of Teaching each subject in the Courses of Study for Primary and Advanced Grades; and practice in managing classes. Instruction will also be given in Reading, English Language and Literature, Mathematics, Natural Science, including Agricultural Chemistry, Drawing, Vocal Music, Temperance and Hygiene, Book-keeping, Calisthenics, and such other subjects as may be prescribed by the Board of Education.

2. At the close of each Session, or Term (as the case may be) the Instructor in Vocal Music shall, in respect of those under his instruction, report to the Principal the names of all who are qualified (1) to teach note-singing in Schools, and (2) to teach both the practice and the theory of singing in Schools. The Principal shall report the classification of the Student Teachers in Vocal Music to the Chief Superintendent, who shall attach, in each case, a certificate of the same to any License received by such Student-Teacher from the Board of Education. In the case of candidates admitted to the closing examinations without attendance at the Provincial Normal School a similar Certificate may be granted upon the recommendation of any Examiner in Music approved by the Board.

portment, (3) scholarship, (4) (*a*) professional knowledge and (*b*) professional skill. The classification of Student-Teachers in vocal music shall also be duly entered by the Principal in the Official Register at the close of the Session, or Term (as the case may be)

9. Each Instructor shall devote at least three hours each week to the discussions and illustration of the best methods of teaching the special subjects of the Course of Instruction assigned to him, and shall examine the student-teachers by written papers at least once each Term on the Instruction in Method he has given, and shall assign estimates to the answers given, and report the same to the Principal, who shall average these marks with his own and enter the average in the official Register under the heading Professional Knowledge as a part of the record of each student-teacher. Each Instructor shall also make, at least twice during each Term, a written report to the Principal in respect of the attainments of each Student-Teacher in the work of the course of his department, including also absences from class and failures in punctuality and general deportment; and a summary of these Reports shall be recorded in the Official Register.

10. At the close of each Session there shall be public exercises in connection with the work of the School.

11. The Principal shall early in each Session particularly acquaint the Student-Teachers with the following details by which their professional classification and standing at the Institution is to be determined;

(1) Except in case of sickness duly certified by a medical man (when a lowance therefor may be made in the discretion of the Principal), punctual attendance at roll-call and on class exercises (taken together) below 75 for the full session, or department below, 75, shall disqualify a student-teacher for classification.

(2) An average of scholarship (including the estimate of professional knowledge) less than 80 for the full session shall disqualify for class SUPERIOR, less than 65, for class GOOD, less than 50, for class FAIR.

(3) The professional standing of each of these classes, *Fair*, *Good* and *Superior* shall embrace in respect of each student teacher the estimates of the following:

Professional Knowledge.—(*a*) Recitation in professional class-work, (*b*) written exercises in professional subjects, and (*c*) written examination in professional class-work.

Professional Skill.—(*a*) The regular practice in the Model departments, (*b*) special practice in either the Normal or Model departments, or in both, (*c*) criticism on the observed practice of fellow student-teachers.

Professional Standing.—The average for the session of the estimates recorded in the Official Register of Professional Knowledge and Skill, increased by 10 per cent of the excess above 75 of the sessional standing in attendance, deportment, and average of scholarship and professional knowledge shall be recorded as the professional standing of each student-teacher. The provisions of section 11 (1) and (2) being observed, those having a final average of 55 and less than 50 shall be classed as possessed of FAIR professional ability and skill; 50 and less than 75, GOOD; 75 and upwards, SUPERIOR. This classification shall be expressed in both figures and words, and shall be recited in any license obtained from the Board of Education under the provisions of RRO. 31.

(4) Within three weeks of the end of the First Term the Principal of the Normal School, with the concurrence of the Faculty, may promote student-teachers to a higher class than that for which they were

Convening subsequent meetings in case of want of proper parties or of neglect of Trustees, sec. 47.

Calling general or special meetings when ordered by the Board of Education or the Chief Superintendent, sec. 55.

Appointing a Trustee on failure or neglect, after written request from the Inspector, to perform duties or exercise powers, sec. 67.

Appointing Trustees and an Auditor, sec. 11 (4).

Reporting to Chief Superintendent on Estimates of Trustees, sec. 42.

The resignation of a Trustee, sec. 63.

Promoting educational efficiency by aiding Trustees and Teachers sec. 11 (2).

Sanctioning School-House sites selected by Trustees, sec. 72 (4).

Authorizing a Trustee to sell to the District land or buildings, sec. 70.

Requiring, in his discretion, Trustees to exempt from District tax, in whole or in part, residents having children between five and twenty years of age, and living more than two miles from the School, sec. 34.

Examining and deciding (subject to an appeal to the Chief Superintendent) complaints of irregularity of assessment or other proceedings authorized by a School meeting, sec. 97.

Sanctioning the personal expenses incurred in the execution of their trust by Trustees sec. 23.

Deciding on lawfulness of expenditure of Trustees on appeal of the School meeting from the decision of the Auditor, sec. 84.

Ascertaining and reporting annually what Districts require special aid, secs. 11 (5), 44.

Requiring a Trustee, Secretary of Trustees, or other person, improperly withholding property from the Board of Trustees to hand over the same, etc., sec. 98.

Inspectors appointed by the Board of Education, sec. 6 (2).

Visitation of schools, sec. 11 (1).

Regulation 42.—The Board of Education prescribes that each Inspector shall make a formal visitation of each Ungraded School within his Inspectoral District once during each Term; and of each Grammar, Superior or Graded School once during the School year. The Inspectors shall ascertain what subjects are taught in each School, shall examine on such subjects as they deem advisable, requiring on the part of the pupil an intelligent acquaintance therewith, shall observe the methods of the Teacher, the tone and discipline of the School, and give such counsel to the Teacher as they deem necessary. In addition to the specific duties assigned to Inspectors by Law, and by any existing Regulation, it shall be the duty of each Inspector:

1. *School Documents.*—To supply Boards of Trustees and Teachers with such forms and documents as the Chief Superintendent may from time to time direct.

2. *Boundaries of School Districts* (See Reg. 1).—To report to the Chief Superintendent from time to time, for the consideration of the Board of Education, necessary changes in the boundaries of any School District or boundaries for new Districts, and to keep on file a complete record

advantages, the requirements respecting School accommodation and appliances, the means necessary to insure the regular support and proper conduct of Schools, the necessity of the regular attendance of pupils at Schools, the importance of the Trusteeship, the value of well qualified Teachers, and the obligation resting upon every community to co-operate with Trustees and Teachers in discharging the duties assigned to them by our School system.

7. *Institutes.*—As a member of the Committee of Management of the County Teachers' Institutes convening within his Inspectoral District, it shall be the duty of the Inspector to assist the Committee, to attend the meetings of each Institute, as far as practicable, and to promote the attainments, in the highest degree, of its objects, as specified by regulation. If the Institute is inefficiently conducted, or any object alien to that contemplated by the Board of Education is entertained at its meetings, it shall be his duty to report the same to the Chief Superintendent. It shall also be his duty to attend the annual sessions of the Educational Institute whenever practicable.

8. *Reports to the Chief Superintendent.*—On the first week-day of each month the Inspector shall transmit to the Chief Superintendent, in such form as he may direct, a report of the Districts, Schools and Departments visited during the previous month. He shall also forward, within fifteen days after the close of each year, a general report indicating the educational condition of his Inspectoral District, which report shall, in whole or in part, in the discretion of the Chief Superintendent, be incorporated in the Education Report. Any suggestion the Inspector may desire to offer with a view to the improvement of the School system shall be communicated to the Chief Superintendent in a special report.

Regulation 43.—*Uniform Certificaton of Candidates for Inspectorships:* All candidates for the office of Inspector of Schools shall have taught for a period of at least three years, and shall have obtained a license of the Grammar School class in accordance with the foregoing Regulations.

Of Trustees and Auditors.

References to the Act.—Declaration of office, secs. 64, 65; in case of neglect or refusal, secs. 64, 66, 67; term of office, secs. 60, 61, 62; resignation of office, sec. 63; holds office till successor appointed, sec. 62; vacation of office, sec. 67. [For constitution of the Board of Trustees in Saint John, Fredericton, and incorporated towns organized under sec. 105, term of office, etc., see secs. 105, 112].

Organization of the Board of Trustees, appointment of a Secretary, his bond, duties and remuneration, secs. 74, 75.

Board of Trustees a corporate body, secs. 58, 105; corporate and personal responsibility of Trustees, secs. 71, 72, 106.

Election or appointment of Auditors, secs. 45, 52; their duties, secs. 84, 105 (17).

Powers and duties of Board of Trustees with respect to

cable. The Chief Superintendent shall be chairman of the Joint Board. In case of any vacancy occurring on the Board the appointing body in whose representation the vacancy occurs may fill the same for the remainder of the term.

2. *Appointment of Examiners.*—The Joint Board shall appoint examiners to prepare the Examination Papers and to examine and estimate the values of the answers given by the candidates for both the Leaving and Matriculation examinations, but such examiners shall not exceed six in number.

3. The Examiners shall be selected from persons qualified by experience as Teachers in either a University or a Grammar or other High School for the discharge of such duties.

4. *Duties of Examiners.*—The following shall be the duties of the Examiners:—

(*a*) To elect at the first meeting a Chairman from their number who shall retain his right to vote as a member of the Board.

(*b*) To assign at the first meeting the subjects of Examination to the different members, to arrange for having the manuscript of the examination papers in the hands of the Chief Superintendent at such dates as he may determine, and to fix the hours and order of work.

(*c*) To revise and approve of all examination papers, to assign values to the questions, and to give, as far as possible, instructions to Candidates at the head of each paper.

(*d*) To carefully examine the answers given by the Candidates to the several papers, to estimate their value, and to determine the results of the examinations in accordance with the standards and regulations of the Board of Education and the Senate of the University respectively.

(*e*) To decide and report to the Chief Superintendent upon all appeals.

5. *Examination Papers.* - (*a*) There shall be one set of Examination Papers prepared for the Leaving and the University Marticulation Candidates, in so far as the subjects required are common to both. Each such paper shall be arranged in three divisions marked A, B, and C. The Candidates for Matriculation shall answer the questions in divisions A and B; and the other candidates shall answer the questions in B and C.

(*b*) The subjects, number, and relative values of the papers for both Matriculation and Leaving Examinations shall be based from year to year on the authorized Courses of Study in Standards IX, X, and XI, for Grammar Schools and the Pass requirements for Matriculation at the University.

6. *Leaving Examinations.*—The subjects of examination for the Leaving Examinations shall consist of English Language, English Literature, History and Geography, Arithmetic and Book-keeping,

11.—*Duties of Supervising Examiners.*

(*a*) The Supervising Examiner shall allot places to the Candidates so that they shall be so far apart from each other as to guard against copying. A number shall be assigned to each Candidate corresponding to the number placed opposite his name on the certified list of the Candidates. All books, diagrams or maps having reference to the subjects of examination shall be removed from the room; all arrangements shall be completed and the necessary stationery distributed at least ten minutes before the time appointed for the commencement of the examination.

(*b*) Punctually at the time appointed for the commencement of each examination, the Supervising Examiner shall, in the examination room and in the presence of the Candidates and other Examiners (if any) break the seal of the envelope containing the Examination Papers, and give them to the other Examiners and the Candidates. The papers of only one subject shall be opened at one time.

(*c*) Should any Candidate be detected in talking or whispering, or in copying from another, or allowing another to copy from him, or in having in his possession, when in the room, any book, notes, or anything from which he might derive assistance in the examination, it shall be the duty of the Supervising Examiner, if he obtain clear evidence of the fact at the time of its occurrence, to cause such candidate at once to leave the room; nor shall such Candidate be permitted to enter during the remaining part of the examination, and his name shall be struck off the list. If, however, the evidence be not clear at the time, or be obtained after the conclusion of the examination, the Examiner shall report the case to the Chief Superintendent.

(*d*) Punctually at the expiration of the time allowed the Examiner shall direct the Candidates to stop writing, and cause them to hand in their answer papers immediately, duly fastened in the envelopes.

(*e*) The Examiner shall keep upon his desk the certified list of the candidates, and as each paper in any subject is handed in, he shall check the same by entering the figure 1 opposite the name of the Candidate on the form provided. After the papers are handed in the Examiner shall not allow any alterations to be made in them, and he shall be responsible for their safe keeping until transmitted to the Education Department, or placed in the hands of the Inspector or other person appointed to receive them.

(*f*) At the close of the examination on the last day, the Supervising examiner shall secure in a separate parcel the fastened envelopes of each candidate, and on the same day shall forward by express, or deliver to the Education Department the package containing all the parcels thus separately secured in the order in which they are numbered. He shall, at the same time, sign and forward a solemn declaration that the examinations have been held and conducted in strict conformity

with the regulations, and fairly and properly in every respect; and also a certificate that he has been satisfied as to the personal identity of each candidate.

(12.) *Notice by Candidates.* Every person who purposes to present himself at the Junior or Senior Leaving Examination, or at the Junior or Senior Matriculation Examination, shall send to the Inspector within whose inspectoral district he intends to write, not later than the 24th of May preceding, an application upon the form provided for the purpose, stating the class of certificate for which he is a candidate, and what optional subject or subjects he has selected. Such notice shall be accompanied by a fee of $2.

(13) *Duties of Candidates.*—The following shall be the duties of candidates:

(*a*) Each candidate shall satisfy the presiding Examiner as to his personal identity before the commencement of the second day's examination.

(*b*) Candidates shall be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he shall not be allowed any additional time. No candidate shall be permitted, on any pretence whatever, to enter the room after the expiration of an hour from the commencement of the examination.

(*c*) No candidate shall leave the room within *one hour* after the distribution of the examination papers in any subject; and if he then leave he shall not be permitted to return during the examination on such subject.

(*d*) Every candidate shall conduct himself in strict accordance with the regulations. Should he give or receive any aid, or extraneous assistance of any kind, in answering the examination questions, or if he leave his answers exposed so that any candidate may copy from him he will forfeit any certificate he may have obtained.

(*e*) Every candidate shall write the number assigned him by the Examiner and the subject of examination very distinctly at the top of each page of his answer papers. If a candidate writes his name or initials, or any distinguishing sign or mark on his answer papers by which his identity might be disclosed they will be cancelled.

(*f*) Candidates, in preparing their answers, shall write on one side only of each sheet, and shall mark the sheets in each subject in order of the questions, as 1st, 2nd, 3rd, etc., and on the last sheet shall write distinctly the total number of sheets enclosed in the envelope, fold them, place them in the envelope provided by the Department, write on the outside of the envelope the subject of examination and his number as assigned by the Examiner.

(*g*) Each candidate at the Botany examinations shall provide himself with a drawing pencil, a hand-lens, and a sharp knife.

14. *Appeals.* Candidates may claim to have their papers re-read upon the following conditions :—

(a) The appeal or claim must be in the hands of the Chief Superintendent of Education on or before the 15th day of September; and the ground of the Appeal must be specifically stated. No appeal shall subsequently be entertained on any ground whatever.

(b) A deposit of Two Dollars must be made with the Department, which deposit will be returned to the candidate if his appeal or claim is sustained.

17. *Remuneration of Examiners &c.* Examiners shall receive Two Dollars for each session of the Board of Examiners, $5 for each examination paper prepared, and ten cents for each paper examined and estimated. Supervising Examiners shall receive $3 per day for each day of the Examination, together with their actual travelling expenses.

Actual travelling expenses to and from their homes will be allowed to Examiners who do not reside in Fredericton, in cases in which it may be thought necessary by the Chief Superintendent or the Chairman of the Board of Examiners to have a meeting in Fredericton for purposes of consultation.

Reg. 46 High School Entrance Examinations

For the purpose of determing what pupils shall be enrolled as Grammar or High School pupils at the beginning of the Second Term in each School Year Entrance Examinations shall be held simultaneously on the Monday following June 15th, at each Grammar School in the Province, and at such other High Schools as may have pupils in Grade VIII., and may apply to the Education Office for examination papers. These examinations shall be conducted as follows:

1. Examination papers prepared under the direction of the Chief Superintendent, shall be forwarded under seal to the local School Superintendent (or to the Secretary of the School Board if there be no Superintendent) in each City, Town or District in which an examination is to be held.

2. The local Superintendent, or Secretary of the School Board, and the Principal of the Grammar or High School, with such assistants as they may deem necessary, shall supervise the examinations in accordance with instructions given by the Chief Superintendent.

3. The answer papers of the pupils shall be read and their values estimated by an Examining Board, consisting of the Principal of the Grammar or High School (who shall be the Chairman of the Examining Board) the Teachers on the staff of the Grammar or High School, and at least an equal number of the Teachers of Grade VIII., the latter to be appointed by the City or Town Superintendent, or, where there is no Superintendent, by the Secretary of the School Board. Each paper must be read and its value estimated by two of the Examiners,

School Classes at the end of the School year, if reported by the Principal as having failed to do satisfactorily the work assigned to the regular classes.

8. For each pupil of Grade VIII who shall write the High School Examinations in connection with any Grammar or High School, the Secretary of such Grammar or High School shall receive from the Provincial Treasury a sum not exceeding 50 cents to be paid by the Chief Superintendent upon receipt of the report of the examination as provided for in Section 6. This grant shall form a fund (which may be supplemented by a grant from the District) for the purpose of remunerating the teachers who examined the papers and tabulated the results. It shall be the duty of the Secretary upon the receipt of the grant to disburse it forthwith according to the following scale:

(a) To the Principal or other Official who tabulated the report and transmitted it to the Chief Superintendent One Dollar for a report containing the names of 25 candidates or under, and for a report containing more than 25 names at the rate of One Dollar for every 25 names.

(b) The balance of the fund shall be distributed among the Teachers who examined the papers and assigned the marks in proportion to the number of papers examined by each, in accordance with the provisions of Section 3 of this Regulation.

Regulation 47. — *Empire Day.* The last teaching day preceding the Queen's birthday in each year shall be observed in the schools as Empire Day. The lessons, recitations and other exercises of the day shall be such as bear directly upon the history and resources of Canada and the British Empire, and tend to promote a spirit of true patriotism and loyalty.

REMARK. It is earnestly recommended that School Trustees shall provide for the Schoolhouse a suitable flag-staff and a Canadian or British flag. The flag should be raised on Empire Day, the Queen's birthday, Dominion Day, Thanksgiving Day, the Anniversaries of great National events, the days of opening and closing the School in any Term and on all School festival and Examination days.

through failure of the School Meeting to provide the necessary means, have, as authorized by law, made the following Estimate as to the amount required during the year in the discharge of their duties, viz.

For Teacher's Salary, $

For School Accommodation,

Total, $

[*Here supply a clear and specific statement of all the facts which render it necessary for the Trustees to make up an estimate under sec. 42.*]

Annexed will be found (1) a List of all the residents of the District liable to a Poll Tax for Schools, so far as the Trustees have been able to make such list; and (2) a list, duly certified by the County Secretary, of the amount of the taxable valuation of the property and income liable to be assessed in the District.

The Board of Trustees requests that, on receipt, you will transmit your report on this application to the Chief Superintendent, and solicit the authorization of the Board of Education for the levying and collecting of the amount of the estimate submitted.

[*Date*] A. B. C. D. E. F. *Trustees.*

4.—Assessing of District Rates.—Purposes for which assessments made, secs. 23, 81, 82; assessments may be by vote of School meeting, sec. 23, or by order of Board of Education, sec. 42 or where former assessment set aside, sec. 41, or in case of judgment recovered against Trustee-Corporation, secs. 81, 82. Assessment may exceed amount ordered by ten per cent., sec. 38. Errors in assessment may be corrected by Trustees at any time before the next rating, sec. 37. Duties of Assessors of Rates in respect of School Rates, secs. 24, 26, 27, 28, 29, 30. Duties of Trustees in respect of giving information to Assessors, sec. 24, 25. Duties of Trustees with respect to the assessing of School rates, sec. 76. Assessment to be signed by Trustees, or by two of them, sec. 77. Persons liable to a poll tax, sec. 23. Persons liable to school rates, sec. 23, 26, 27, 28, 42. Persons assessed in Parish Assessment List on real estate deemed owner for purposes of District Assessment until next Parish Assessment List filled, sec. 76 (1). Non-resident owners of real estate in several Districts may declare relative values, sec. 31. Relief to persons over-rated, sec. 39. In case of a Border District in two Counties the Secretary-Treasurer of each County to fill in column two so far as relates to his own County, sec. 76 (1).

The following Form of Assessment List, varied to suit t particular case, might be adopted.

DISTRICT ASSESSMENT LIST.

Assessment upon School District Nnmber , in the Parish , in the County of , to levy the sum of $ for District School purposes in accordance with the vote of a Sch Meeting held on the day of A. D., 19 , [according to an order of the Board of Education made the day of , A. D., 19 , *where the assessmont is made under s order.*]

[*This column is to be filled in by the Trustees before forwarding to the Secretary-Treasurer. Sec 76 (1).*]	[*This column is to be filled in by the Secretary-Treasurer, who will certify to correctness of same, Sec. 76 (1).*	[*Columns 3, 4, and 5 are to be filled by the Trustees after the Paper is turned by the Secretary-Treasurer. sum of $1 shall be laid as a Poll tax provided in Sec. 23, and the balance the sum to be raised shall be levied b fair apportionment according to valuation contained in column 2, 76 (2).*]		
1	2	3	4	5
Names of persons liable to be rated for School purposes and of persons liable only to Poll tax.	Amount of taxable valuation of property and income on which each person is liable to be rated as the same appears on the Parish Assessment List last on file.	Amount of rate on Prop'ty and Income for Dist't School Purposes.	Poll Tax.	Total of Rate and Poll Tax
Names of Residents of the District:	$	$	$	$
A. B. C. D E. F				
Names of Non-Residents of the District owning real estate in the District:				
B. A. D. C.				
Names of Corporations, Firms or others specially liable under Sec. 23 (3), or Section 31,				
F. E.				
Names of persons liable to Poll tax only.				
G. H. I. J.				

I certify that in the above column (2) I have set opposite the name

the amount on which he is liable to be taxed as the same appears on the assessment List of such Parish just on file [or, as the same may have been amended corrected or added to].

L. K., *Secretary-Treasurer*

The Trustees or two of them, are to sign the Assessment, Sec. 77.

M. N. }
O. P. } *Trustees.*
Q. R. }

Dated day of A.D. 19 ,

5. —Collection of School Rates.—The rates may be collected at any time after they have been imposed, sec. 35. They may be collected either by the Secretary of the Trustees, sec. 77, or by the Parish Collector, sec. 78. School rates are to be collected in the same manner, as near as may be, as other rates are collected under secs. 70 to 93, inclusive, of Chapter 100 of the Consolidated Statues relating to Rates and Taxes, and amending Acts, sec. 76 (3)..

The Trustees should instruct their Secretary to collect the Rates by writing on the Assessment List, or on a copy of it the following precept:

To Secretary to Trustees:

We hereby authorize and direct you to collect from the several persons named herein the amount set opposite their names respectively a the total of Rate and Poll Tax.

Dated the day of A. D. 19

M. N. }
O P. } *Trustees, or two of them.*
Q. R. }

Or the Trustees may deliver to the Parish Collector a copy of the School Assessment List with the following precept written thereon:

To Parish Collector of Rates:

We hereby authorize and require you to collect from the several persons herein named the amount set opposite their names respectively as the total of Rate and Poll Tax, and to pay the same, when collected to the Secretary of the Trustees.

Dated the day of A. D. 19 .

M. N. }
O. P. } *Trustees, or two of them.*
Q. R. }

The following directions may be found convenient:—

1. In the case of persons residing or having a known

The execution may be proceeded upon nothwithstanding the time for the return has elapsed; and if goods taken in execution fail to realize the full amount ordered to be levied, the constable may proceed to make a further levy, or may endorse on the execution the amount realized, and may take the person and imprison him for the period mentioned in the execution, less the number of days covered by the amount realized at the rate of one day for every forty cents. Any sale of goods taken upon execution shall be conducted as near as may be in the same manner as in the case of sale upon execution issued by a Justice in a civil suit.

II.—In the case of persons residing in the County but not residing in the Parish in which the District is situate.

The Secretary or Collector may make the like personal demand as in case of persons residing in the Parish and in case of non-payment within six days he may proceed as in the case of persons residing in the Parish; or,

He shall publish in a daily or weekly newspaper published in the County, if any, and in the Royal Gazette for two months, a list of the non-resident ratepayers in default with the amount of their rates, and a notice that unless the same, with the expense of advertising, are paid within such period of two months the real estate of such ratepayer may be sold or other proceedings taken for the recovery of the rates; provided, however, that if the Secretary knows the post office address of the ratepayer he shall not so publish the name of such ratepayer until thirty days after he has mailed to him a letter or postal card stating the amount of his rates and requiring payment thereof within thirty days.

In case of non-payment after publication the Secretary shall apply to a Justice for an execution, producing the list and making the like affidavit as in case of a resident of the Parish in which the District is situate.

III.—In the case of persons not residing in the County, but having a known place of residence in the Province :

Proceedings may be taken by notice, publication and execution in the same manner as in Case II.; provided, that no execution shall be executed in any County other than that in which the Justice issuing the execution resides, unless the Secretary of the County in which such Justice resides, shall have first made thereon and signed an indorsement in the following terms :

I, the Secretary of the County of , hereby certify that A.B., the Justice subscribing the within execution, is a Justice of the Peace resident within the County of .

Dated this day of A. D. 19 .

The Secretary of the County, upon the application of the Secretary of

the Trustees and upon production to him of the list with the precept of instructions thereon and upon proof by affidavit that such list was issued to the Secretary more than six months then previously, that the ratepayer resides within the Province at a place stated, and that execution has been issued and returned unsatisfied and that the rates of such ratepayer are unpaid in whole or in part, shall issue a warrant to levy the amount of said rates unpaid, together with the costs out of the real estate of the said ratepayer.

IV.—In the case of persons not having a known place of residence within the Province :

The procedings here are the same as in Case III If there be a default after notice and publication, the Secretary of the Trustees shall apply to the Secretary of the County upon affidavit to sell the real estate of the delinquent. The affidavit should state that the ratepayer has not a known place of residence within the Province.

[If the Secretary goes out of office or dies after advertising, proceedings may be completed by his successor, who must make affidavit of the regularity of the proceedings taken by himself, and that by diligent search and enquiry he verily believes that the proceedings taken by his predecessor have been regular.]

Forms of affidavits, execution, warrant, etc., will be found in the Schedule to the Act 60 Vic., Cap. 35. See also 61 Vic Cap. 30, 62 Vic. Cap. 20, 63 Vic. Cap 3. and Schedule to the same.

Wife Deserted by Her Husband Widow—Exemption.

The property to the amount of five hundred dollars of a wife deserted by her husband and compelled to support herself shall be exempt from school taxation , and,

Where the whole property owned by a widow, as well in the place where she resides as elsewhere, is under the value of fifteen hundred dollars, and such widow supports minor children of her own or of her deceased husband, her property in the Parish where she resides, to the extent of two hundred dollars and also to the extent of one hundred dollars for each minor child wholly supported by her, shall be likewise exempt ; but,

If the widow has no property in the Parish where she resides, no exemption from school taxes shall be allowed in the place where such property is situate.

Sub-section (10) of Section 3 of the Consolidated Statutes, Chapter 100, is repealed and a new sub-Section substituted therefor by the Act 60 Victoria, Chapter 35, Section 3.

6. RATE BILL.—[*The Secretary may, instead of serving a Rate Bill, exhibit the Assessment List to the ratepayers and demand payment.*

School District No, , Parish of , County of

To Mr.

Your School rates and taxes in above district for 19 , amount to the sum of $, which you are required to pay to the Secretary of Trustees within six days from this demand, exclusive of the day of this demand, otherwise proceedings will be taken to collect the same. The total amount of School assessment upon the entire District for the year is $

Dated this day of , A. D., 19 .

Secretary of School Trustees.

7. FORM OF TRUSTEES' WARRANT FOR THE COLLECTION OF THE COST OF PRESCRIBED TEXT-BOOKS, *from any parent, master, or guardian (not being indigent) refusing or neglecting to furnish, after notice, a child under his care with the neeessary prescribed books, sec.* 73 (5).

To Secretary of Trustees :

You are hereby authorized and directed to collect from the sum of , being the cost of School books supplied by the Trustees to his child (*or servant or ward as the case may be*), the said having refused to provide such child with such books, although notice has been given him that such child was unprovided with the same.

A. B.
C. D. } *Trustees.*
E. F.

FORM OF A CERTIFICATE OR (CERTIFICATES) OF INDEBTEDNESS :

The Trustees of School District No. , in the Parish of , in the County of , having been authorized by the School Meeting to borrow the sum of $ for the building of a School-house, [or for the purchase or improvement of School grounds, or for the purchase of a School-house, or for the furnishing of the same, *as the case may be*], the said Trustees hereby acknowledge the receipt of a loan for such purpose from A. B. of the sum of $ and hereby for themselves and their successors covenant and agree with the said A. B., his executors, administrators, and assigns, to repay, with interest at the rate of six per cent. (or a lower per cent. *as the case may be*), the said

the Trustees, of the other part: Witnesseth, that in consideration of dollars now paid by the said Trustees out of the funds of the School Corporation to the said A. B., by way of purchase money (the receipt whereof is hereby acknowledged), the said parties of the first part do hereby grant, bargain and sell unto the said Trustees, their successors and assigns, All that lot and piece of land situate in the Parish of and County of , and bounded as follows, etc., (*describing it in full*) together with all buildings and improvements thereon, and the appurtenances thereto; and all the estate, interest, dower and right of dower of the said parties of the first part in the same.—To have and to hold the said hereditaments and premises to the said Trustees, their successors and assigns forever—to the uses and upon the trusts, and with, under and subject to the powers in relation to the taking and holding by School Trustees of School lands and premises contained in "The Schools Act, 1900", or any Act or Acts in amendment thereof or in addition thereto. And the said A. B. doth hereby for himself, his heirs, executors and administrators, covenant with the said Trustees, their successors and assigns, that he hath the right to convey the said hereditaments in manner aforesaid; and that the said Trustees shall have quiet possession and enjoyment of the said hereditaments free from all encumbrances; and that the said parties of the first part will, at the cost of the said Trustees, execute such further assurances of the said lands as shall be requisite.

In witness whereof, the said parties have hereunto set their hands and seals the day and year first above written.

A. B. [*Seal.*]
C. D. [*Seal.*]

Signed, sealed and delivered)
in presence of)
E. F.; Witness.

Form of Certificate of Board of Health in regard to closing of School in any District on account of prevalence of contagious or infectious diseases.

This certifies that the School in District No. in the Parish of , in the County of , taught by , was closed by order of the Board of Health, from the day of A. D. 19 , to the day of A. D. 19 , inclusive, on account of .

Dated at
this day of A. D., 19 .

Chairman or Member
of the Board of Health.

General Directions to Trustees.

On pp. 135 and 136 will be found references to the Sections of the School Act and the Regulations of the Board of Education, which bear most directly upon the duties and responsibilities of School Trustees. The Forms given in the preceding pages will be found convenient for use in the discharge of official duties.

1.—The Trustees represent the inhabitants of the District, and are to transact all School business in their stead, and on their behalf. The interests of education cannot thrive in any District unless these officers efficiently discharge their duties. A faithful discharge of the duties of a Trustee will require no small labor. But every community may fairly claim the services of its best men in a matter of universal interest and importance. Besides, provision is made for the retiring of one of the members of the Trusteeship annually.

2.—By the provisions of sec. 73 (1) it is made the duty of the Board of Trustees to provide School privileges free for all the children of the District, and to contract with teachers. Every Board of Trustees should exercise all its powers under the law in a wise discharge of these duties, submitting a clear report to the annual meeting of the educational condition of the District, the receipt and expenditure of all School moneys, and the amount that the Trustees estimate to be required for the due discharge of their duties for the year. It is for the meeting to add to or diminish this estimate according to its best judgment of the requirements of the District. Should the meeting fail to vote the means necessary to meet liabilities arising from agreements or contracts already made by the Trustees, or to be made during the year in order to provide School privileges free for all the children of the District, the Trustees are empowered to levy and collect the estimate on its being authorized by the Board of Education, sec. The occurrence of the annual meeting before the end of a Sch Term, need not, therefore, in any way prevent Schools from bei carried on without interruption

3.—The Board of Trustees should, at its first meeting after annual School meeting, fix the time and place for its regular meet during the School year, say once a month. When this is don other notice will be required to be given of any regular meeting members of the Board of Trustees. Whenever a special meet the Board becomes necessary, each member of the Board shou notified of the same It is competent for a majority of the Bo Trustees, all the members having notice of the meeting, to tr business. Minutes of each meeting and of all orders of the Bo

Trustees should be carefully made, duly approved and permanently preserved. The careful observance of this rule will prevent many disputes and difficulties.

4.—The Trustees are to procure the seals (for Districts without the Cities and Incorporated Towns) required by the Corporation and the School Register prescribed by the Board of Education, from the County Inspector. They should satisfy themselves that the Register is properly kept by the Teacher. The Register when filled, is to be carefully preserved by the Board of Trustees, as a part of the School documents of the District.

5.—The Trustees (and not the Teachers) are to make Returns to the Chief Superintendent. See Regulation 23.

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TO SCHOOL LAW AND REGULATIONS.

Note.—Pages 9—75 refer to the Law: 76 and Pages following—to Regulations.

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